

## **Q1. What is the eGMS Guidebook for Subgrantees?**

The eGMS Guidebook for Subgrantees provides instructions and information to local educational agencies (LEAs) on how to complete their ESEA Consolidated Application within the new eGMS system. It outlines the necessary steps, required documents, and specific requirements for various federal programs under the Elementary and Secondary Education Act (ESEA), such as Title I, Title II, Title III, Title IV, and Title V.

## **Q2. What are some key components of the "All Titles" section in the guidebook?**

The "All Titles" section covers several overarching aspects of the consolidated application. This includes information on fund transferability between eligible programs to address unique LEA needs, the required documents checklist (including comparability assurance, supplement not supplant methodology, and district plans for English Learners, foster care, etc.), details on constituency participation in grant planning meetings, GEPA Narratives addressing specific student populations (neglected, delinquent, homeless, English Learners, migratory, at-risk, and immigrant students), and detailed guidance on navigating and completing the budget section, including object codes and activity codes.

## **Q3. How does the eGMS system handle fund transferability?**

The eGMS system allows LEAs to transfer partial or entire allocations from certain federal programs (Title I Part D, Subpart 2; Title II Part A; Title III EL; Title III Immigrant; Title IV, Part A; and Title V, Part B) into Title I, Part A. Once funds are transferred to Title I, Part A or Title III, they lose their original source identity and cannot be transferred back out.

## **Q4. What is required for private school and homeschool participation in Title I-A?**

If private schools and/or homeschools have requested and been approved to receive a Title I-A equitable share, specific documents are required. These include verification of participation forms and affirmation of consultation with private school officials. The eGMS application includes a dedicated page for entering information on private school and homeschool students receiving Title IA equitable services, which will auto-calculate the total amount budgeted for equitable share based on budget entries.

## **Q5. What are the GEPA Narratives and what student populations do they address?**

GEPA Narratives are required narrative responses within the eGMS application that describe the district's plans for serving specific student populations. These populations include children living in

institutions for neglected or delinquent children, neglected and delinquent children in community day school programs, eligible homeless children (including identification, services, and McKinney-Vento compliance), English Learners (including identification, placement, instruction, staff, materials, facilities, and effectiveness measurement), migratory children, youth at risk of dropping out, and immigrant students (aged 3-21, not born in a state, and not attended US schools for more than 3 years).

## **Q6. How is the budget completed and what are the key considerations?**

The budget is completed by modifying activity codes and entering budget details, including object codes, location codes (if applicable), quantity, cost per unit, and a brief description. LEAs can budget by activity code or object code. It is crucial to budget activities that align with the selected allowable activities for each program. The budget page updates totals as items are added, and LEAs must ensure the remaining allocation amount is zero. Specific budget activity codes are required for certain programs and purposes, such as equitable share and minimum spending requirements.

## **Q7. What are the core requirements for Title III, Part A, English Learner (EL) funds?**

For Title III-EL funds, districts must select a language instruction educational program and provide detailed descriptions for three required activities: increasing the English Language Proficiency (ELP) of ELs through effective language instruction programs, providing effective professional development to relevant staff, and providing and implementing other effective activities that enhance or supplement LIEPs for ELs, including parent, family, and community engagement activities. Optional activities can also be selected and described. Private/home school participation for EL students and services provided for equitable share must also be documented.

## **Q8. What are the spending requirements for Title IV, Part A funds for districts with allocations of \$30,000 or more?**

Districts with a Title IV, Part A allocation of \$30,000 or more must conduct a comprehensive needs assessment every three years. Based on this assessment, they must spend a minimum of 20% of their allocation in the Well-Rounded allowable uses content area and at least 20% in the Safe and Healthy Students content area. A portion of the total allocation must also be spent in the Effective Use of Technology content area. If funds are used for Technology Infrastructure, the district's current Internet Safety Policy must be uploaded. Funds must also be prioritized for schools with the greatest needs.