

2023-2024 Consolidated Application in NexSys

Help and Guidance Document

June 30, 2023

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GENERAL INFORMATION

Obligation Date

For the 2023-24 Grant Year, submission of the 2024 Consolidated Application in NexSys is required within 30 business days from the availability of the application and in the substantially approvable form to receive a **July 1, 2023, obligation date**.

The Consolidated Application is substantially-approvable if ALL of the following conditions are met:

- The Application is submitted with all of the required elements, including budgets that align to the strategies and activities within the Plan (supplies, materials, equipment, contracts, and staffing to be funded by the programs) and other applicable supporting documents;
- The Application demonstrates that the Plan being funded is focused on improving academic achievement, is comprehensive and cohesive;
- Each activity being funded is reasonable, necessary, allowable, allocable, consistent with Federal and State laws, regulations, and guidance, and meets the intent and purpose of each Federal grant source included in the Application;
- School-level budgets are completed for all Title I, Part A schools, and if applicable, Title II, Part A and Title IV, Part A if used to transfer into Title I, Part A.

LEAs that **do not** submit by that deadline will receive an obligation date that coincides with the date of submission of the 2024 Consolidated Application in NexSys.

Initiating the Consolidated Application ([VIDEO](#))

- Only Level 5 users have the ability to initiate and submit an application. Once an application is initiated, it will become visible to Level 4 users on their home screen, and they will be able to work within the application.
- The Consolidated Application will be listed under “My Opportunities.” After selecting the Consolidated Application, ensure the correct LEA/agency is chosen on the “Provided To:” line.
- **IMPORTANT NOTE:** You may choose to copy your information from your NexSys application from last year, or you may start with a clean application. If you wish to copy your information from last year, ensure “Copy Forward Document” is set to your CONAPP 2023 document. In order to begin with a clean application, ensure “Copy Forward Document” is set to “Don’t Copy Forward,” and select “Agree.”

Application Completion and Submission

- Application screens **MUST** be completed in order unless otherwise specified.
- It is essential to **SAVE** each screen before moving to the next screen.
- Once you have saved a screen, **DO NOT** save it again **UNLESS** you make changes.

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- If changes are needed to a screen previously completed, **additional screens may need to be revisited and resaved** prior to submission of the application.
- Once a screen is completed and error-free, a check box will be shown in the side navigation menu next to the screen name.
- If a screen contains errors or needs to be resaved, **a circle with an exclamation mark** will be shown.
- Additionally, if there is a non-critical warning associated with a screen, **a triangle with an exclamation mark** will be shown. These non-critical warnings will not prevent the submission of an application.
- Once all application errors have been addressed, the application can be submitted using the **“Submit Application”** link under the “Status Options” on the side navigation menu.

GRANT MANAGEMENT GROUP

Cover Page

- Review the information on this screen for accuracy.
- Users **MUST** ensure that a main AND secondary contact has been selected for the application as applicable. It is important for districts to enter TWO different contacts in case one is not available.
- If the contact information is not correct for one of the contacts, they will need to go to their profile in their MI Login for Third Party Account and update their information.
- If the correct contact’s name is not in the drop-down and new or additional users need to be added to the application, LEAs will need to use the **Add/Edit People** screen under the **Tools** group on the left sidebar to add additional users to the application. Once the user has been added to the application, they can be assigned as a primary or secondary contact.
- If you need assistance with adding or editing users, please refer [HERE](#). The [NexSys MDE Webpage](#), also contains multiple links for accessing NexSys, such as “NexSys Guide to Adding Users to an Organization or Application.”
- If a new user is NOT listed under the add/edit people dropdown, the user will need to be added to the organization. Please refer [HERE](#) for information to add a user to the organization.

Assurances and Certifications

Carefully review all listed assurances and certifications. By submitting the grant application, the LEA assures and certifies that they will adhere to all the requirements listed. You do not need to save this page. Just opening the screen assures your adherence.

Important Information

Please review any important information provided on this screen. Important information may be provided related to application requirements, significant changes, or updates. You do not need to save this page. Just opening the screen assures your adherence.

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Review Grants Selections

Once you complete this screen, it is recommended that you print this screen or take a screenshot to be used later in the application process.

Before you begin this screen, click “Save” to ensure all amounts are populated correctly.

Every time this screen is saved, other screens will be impacted. Please follow up with any remaining screens with an exclamation point (error) in order of appearance.

At amendment time, the Review Grants Selections screen will need to be resaved to pull in final allocations and carryover.

Grant Source

- This screen will **only** show allocation amounts for those Federal Grants that an LEA is eligible to apply for.
- An amount will show in the Allocation Available column for each grant source in an LEA that is eligible for that source and an allocation has been determined.

Allocation Available

- An amount will show in the **Allocation Available** column for each grant source if an LEA is eligible for that source and an allocation has been determined.
- If a district knows they are eligible for funds and plan to apply, but there is not an estimated allocation populated, the district should select “apply later.”
- Title III Immigrant Students and Title V SRSA Flexibility funds will not be available until amendment time.

Accepted Amounts

- Applicants need to apply for 100% of their available funds for each applicable grant source upon submission.
- The application will default to your entire allocation available. If you are not accepting the entire amount, you will need to edit the accepted amount. If you do not see an amount filled in for the accepted amount in an area you have funds available, you may have to fill it in on your own.
- Applicants will be able to amend the budgets one time during the amendment period to include all expenditures for 2023-24, including all Summer 2024 anticipated expenditures. [2 CFR § 200.308]
- Additional amendments may be allowed in special circumstances only. If an applicant feels a second amendment is needed, they should reach out to their assigned regional consultant to discuss the situation before proceeding with an amendment.
- If the LEA is part of a consortium for Title III English Learners, and there is an allocation amount listed on this screen, you will need to **change** the accepted amount to zero and indicate “Do Not Apply.”

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Total Carryover

- After the 2022-23 Final Expenditure Report (FER) is certified in NexSys, unexpended funds will be added to the appropriate 2023-24 grant. This section is usually only filled in during the amendment period. This screen will need to be resaved at amendment time to pull in your carryover funds.

Title I, Part A Carryover Waiver Requests

The **Total Carryover** column will show the total carryover an LEA has for each grant. If the LEA's 2022-23 Title I, Part A allocation is greater than \$50,000 and the amount of unspent funds exceeds the 15% carryover limitation, the LEA may be eligible to request a waiver by completing the "Title I, Part A 15% Carryover Waiver Request for 2022-23 Funds" form to explain why the LEA was unable to spend at least 85% of its allocation. The waiver request form is available on the [MDE OES website](#) under "Current Topics" and must be e-mailed to TitleICarryoverWaiver@michigan.gov. If an LEA does not request a waiver, the **Carryover Available** column will show the amount of the total carryover available for the LEA to accept this year. If a waiver is submitted, this column will be updated once the waiver has been approved. [ESEA § 1127]

Carryover Available

- After the 2022-23 Final Expenditure Report (FER) is certified in NexSys, unexpended funds will be added to the appropriate 2023-24 grant.
- An amount will show in the Carryover Available column for each grant source if an LEA is eligible for that source and an allocation has been determined or if the LEA has carryover available.
- LEAs that did not budget or were not approved for 100% of their 2022-23 available funds will be able to apply for the unapproved funds as "Carryover" after the 2023-24 allocations are loaded in NexSys by the Office of Educational Supports.

Carryover Accepted

- Carryover funds can then be accepted using the **Carryover Accepted** column.
- LEAs may need to amend their application to include carryover funds.
- LEAs should accept 100% of the available carryover. Failure to accept the full amount of carryover will trigger a warning message but will not prevent submission of the application. This will allow an applicant to apply for a portion of the carryover funds if available in an initial application and return later to complete an amendment to apply for any remaining carryover funds. [20 USC § 1225]

Do Not Apply/Apply Later

- It is the presumption that unless you choose "Do Not Apply" or "Apply Later," you are applying for funds.

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- If a funding source has a \$0 allocation available, the “Do Not Apply” button **MUST** be selected unless a district knows that they are eligible and plan to apply later. Then “Apply Later” should be selected.
- If you are in a consortium for Title III EL, you **MUST** mark “Do Not Apply” even though funds may appear.
- For any funding stream an LEA wishes not to apply for, click on the “Do Not Apply” button. If it is a funding stream an LEA wishes to apply for later, the “Apply Later” radio button should be selected.
- If an LEA is choosing not to apply for a funding stream in which they have an allocation, the [Relinquish Funds](#) form must be completed and submitted.

Amendment Justification

This screen is only completed during the amendment window.

- LEAs are required to provide a summary statement describing why they are submitting an amendment.
- This does not need to be an itemized listing of every budget item being amended.
- Budget descriptions should begin with “AMEND” for any items previously approved and being changed through the amendment process.
- Budget descriptions should begin with “NEW” for any new items being added during the amendment time.

Add/Edit Grant Members (ADDING TITLE I BUILDINGS/CONSORTIUMS) ([VIDEO](#))

Please revisit this screen **after** the School Level Budgets screen has been completed later in the application. The list of identified Title I eligible schools and transfer budget amounts must be determined before completing this add/edit grant members screen.

Consortium Acceptance

- **This screen is only for districts who will be participating in a consortium and will only be completed after the consortium lead agency has sent an invitation.**

Consortium Leads

- Consortium leads will invite consortium members using the add/edit grant members screen.
- Once consortium members have been added, an invitation will be sent automatically to the LEA and they will need to accept the invitation.
- For LEAs that select “**Funds and Services**”:
 - Consortium leads will be responsible for communicating with the consortium members, their budget amount and providing a format to the consortium members to send their budget detail to the consortium lead.
 - The consortium lead may elect to take up to 2% off the top of each consortium member’s allocation for Fiscal Services.

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- The consortium lead will be responsible for loading all the budget information for each consortium member into NexSys.
- If the consortium member has private schools that have eligible Title III ELs, the consortium lead will be required to upload the Equitable Services Calculation Worksheet and enrollment verification for each consortium member and add corresponding budget items to the LEA's Grant Member Budget screens.
- For LEAs that select **"Services Only"**
 - Consortium Member Budgets are rolled up with the fiscal agent's budget. Budgeting does not apply to individual entities but for the benefit of the whole consortium. "Services Only" fiscal agents must include equitable services budget items for in the Consortium Lead's Budget Items screen, starting with the name of the LEA, then private school name and appropriate detail. For example, *"Kalamazoo Public Schools – Hackett Catholic – 2 teachers to attend the MABE conference..."*

Consortium Members:

- Consortium members will receive an invitation to join a consortium.
- Consortium members will access the consortium lead's consolidated application under "My Tasks" on the consortium members NexSys Dashboard.
- Once the LEA has opened the consortium lead's consolidated application the LEA will:
 - Click on the consortium acceptance screen.
 - Click the edit icon next to the invitation.
 - Select the desired invitation response and click "Save."
- LEA's that select **Funds and Services:**
 - If there are Private Schools, that have elected to participate in Title III, Part A EL and they have eligible students the LEA will:
 - Determine if potentially eligible private school students have already been identified as EL in prior collections in MSDS. If not, the LEA should send their staff to screen potentially eligible students with the WIDA Screener. Any student receiving a score of 4.9 or below in any domain will qualify as an EL.
 - Enroll non-public school students receiving equitable shares in the public LEA as a non-public student and include the EL Component. See MSDS Manual under Membership/Residency.
 - Complete the Title III, Part A English Learner Equitable Services Calculation Worksheet for Title III, Part A EL
 - Send the completed Title III, Part A English Learner Equitable Services Calculation Worksheet and a printout from the SIS documenting registration of the private school students to the consortium lead so that it can be uploaded into the Consolidated Application.

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- Consortium Leads will send allocation information along with a budget document to the private school so that the private school can provide the consortium lead with the budget detail for their allocation amount.
- Please note: Consortium leads may withhold up to 2% of a LEA's allocation amount for Fiscal Services. This amount, if applicable, will be reflected when the consortium lead sends the allocation amount to the LEAs.
- LEAs that select **"Services Only"**:
 - If there are Private Schools, that have elected to participate in Title III, Part A EL and they have eligible students the LEA will:
 - Determine if potentially eligible private school students have already been identified as EL in prior collections in MSDS. If not, the LEA should send their staff to screen potentially eligible students with the WIDA Screener. Any student receiving a score of 4.9 or below in any domain will qualify as an EL.
 - Enroll non-public school students receiving equitable shares in the public LEA as a non-public student and include the EL Component. See MSDS Manual under Membership/Residency.
 - Complete the Title III, Part A English Learner Equitable Services Calculation Worksheet for Title III, Part A EL
 - Send the completed Title III, Part A English Learner Equitable Services Calculation Worksheet and a printout from the SIS documenting registration of the private school students to the consortium lead so that it can be uploaded into the Consolidated Application.

Participation of Private Schools

- This screen will only be visible to traditional LEA applicants who have an accepted amount in one or more grant sources that are subject to equitable services. [ESEA § 1117 and 8501]
- In-District Private Schools
 - Title I Part A - Traditional LEAs should ensure invitations to participate in all federal programs within the consolidated application are sent to all private schools that may be serving students who reside within district boundaries. Additional resources and sample letters for this purpose can be found on the [OES website](#).
- Title III EL and Immigrant - Traditional LEAs must ensure that equitable shares letters are sent to private schools located within the district boundaries for Title III EL and Title III Immigrant. If schools are interested in participating in equitable shares, follow the guidance on the [MDE-TitleIII](#) website under EL funding and Grant Applications ([link](#)).

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- Out of District Private
 - For Title I, Part A only it is recommended to send invitations to all private schools within a 25 mile radius of district boundaries, but it is possible students could attend private schools further away. Additional resources and sample letters for this purpose can be found on the [OES website](#).
- **LEAs must choose from one of the three options on the screen**, to indicate what type of involvement private schools might have in programs covered by the application.

SCHOOL INFORMATION GROUP (VIDEO)

This group of screens gathers information about the schools in the LEA which will be used to determine eligibility of the schools for Title I, Part A allocations and to determine the appropriate amounts to be made available for the provision of equitable services to private schools. The screens in this group will remain locked after initial approval. These screens cannot be adjusted during “Amendment in Progress.” If changes are needed to the information on these screens, the LEA must contact their assigned regional consultant for assistance.

Grade Span Groupings

The grade span groupings for an LEA are based on the grade levels served by each group of schools in the LEA. Many school districts have three distinct grade span groupings (e.g., K-5, 6-8, 9-12) with all schools falling into one of the three groups. LEAs have the option to enter up to six distinct grade span groupings. [ESEA § 1113(a)(4)] When entering the Grade Span Groupings, please keep them in numerical order or you will receive an error.

LEAs with Overlapping Grade Levels:

- Must first determine the distinct grade span groupings that will be used and then will assign the schools that have overlapping grade levels to the most appropriate group.
- An example would be an LEA comprised of the following schools:
 - One kindergarten school
 - Two schools serving grades 1-5
 - One school serving grades K-8
 - One school serving grades 6-8
 - One school serving grades 9-12
- The distinct grade span groups for the example above would be:
 - K-K, 1-5, 6-8, 9-12
- LEAs with buildings that would fit multiple grade spans must choose the grade span that best represents the majority of the students in that building.

Single Building Districts:

- Enter in a single grade span based on the grade levels served by the district (e.g., K-12 or K-8).

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Data on Schools in the District

Eligible Public-School Attendance Areas and Actual Grade Spans are pre-populated on this screen from the Educational Entity Master (EEM). Prior to starting this screen, the LEA should ensure that the schools and grade spans listed are accurate and reflect all current K-12 schools in the LEA, including schools with an open-ending status and open date during the upcoming school year.

If you copied your information forward from a previous application, you will need to check the “refresh” box and save the screen to pull in the Fall count data from the prior year.

Districts may need to scroll over to the far right to view the “refresh” box. Please check the information to ensure accuracy. **Next**, you will need to assign grade span groups. Then save the screen again.

If the first three columns are NOT accurate:

- The LEA must update the information in the EEM before continuing with this application.
- This may include:
 - Known changes in entity (school) configurations, reflecting new entities (schools), closed entities (schools) or adjustments in grade configurations for the upcoming academic year.

Entity (school) additions, closings and official name changes require approval by the Center for Performance and Information (CEPI) staff. Once the EEM changes have been approved by Center for Educational Performance & Information (CEPI) staff, the NexSys Authorized Official (Level 5) or the Application Administrator (Level 4) for the Consolidated Application:

- **LEAs MUST check the “refresh” box at the far right and then re-save this screen** so that the EEM updates are reflected here. Districts may need to scroll to the far right to view the “refresh” box.
- Next, enter the grade span groupings and **save again**.
- If the LEA advances through other screens within the Consolidated Application, prior to correcting information in EEM, **each screen will have to be redone after the application is updated**.

If the LEA believes a school is listed that should not be, please contact your assigned consultant to discuss the situation. Do not enter inaccurate data to exclude the school from eligibility

Grade Span Group

Individual schools must be placed in a grade span grouping depending on the grouping with which they have the most in common, using the drop-down menu. Select the grade span that aligns with the actual grade span for the building.

Schools with grade levels in more than one grouping:

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- Select the grouping with which the school has the most in common.
- For instance, if a school serves grades 7-12 and the grade span groupings are K-6, 7-8 and 9-12, the school could be assigned to either the 7-8 or the 9-12 grouping.
 - LEAs should make this assignment based on the number of students in each grade level enrolled in the school.
 - For example, if the 7-12 school has 55 students in grades 7-8, and 125 students in grades 9-12, the school should be assigned to the 9-12 grade span group. [ESEA § 1113(a)(4)]

Fall Total Student Count

This column will be prepopulated with the certified public Fall 2022 count data for each school. In most cases the LEA should utilize the fall count data to complete the enrollment information on this screen. If the LEA has undergone reconfiguration (opened or closed a building or adjusted the grade spans served within a building) or significant enrollment changes please follow the directions below. Otherwise skip to the Low-Income Count Section.

Reconfiguration:

- If the LEA has undergone reconfiguration (opened or closed a building or adjusted the grade spans served within a building) the LEA should adjust the provided count data as if the reconfiguration had already been in place the prior fall.
- The LEA must then check the first check box to explain the variation between the fall count data provided and the data entered by the LEA.

Enrollment Changes:

- If the LEA experienced significant enrollment changes between the fall and spring count, the LEA may choose to use the spring count date and must check the second check box to explain the variation between the fall count data provided and the data entered by the LEA.
- The same count date from the **prior school year MUST BE USED** for the enrollment and low-income information for **all** public schools. If choosing to use a different date it is critical that the data used is accurate and fully certified data. Documentation must be maintained to support the counts when using data other than that which is presented in the application. [ESEA § 1113(a)(5)]

Adjusted Total Student Count

This column will be prepopulated with the certified public Fall 2022 count data for each school. If the LEA has not undergone any reconfiguration or had significant enrollment changes between the fall and spring count dates, the LEA should not adjust the prepopulated numbers and should continue to the Fall Low Income column.

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- If reconfiguration has occurred or significant enrollments changes have occurred between the fall and spring count dates, staff will need to determine the proper values to enter for the adjusted student count.
- A significant enrollment change is an enrollment change which would impact the relative rank order of the schools in an LEA.
 - If enrollment changes were uniform across the LEA, the fall count data should still be used.
 - If adjusted data is used, please ensure one or both checkboxes above the table are checked to explain why the adjusted data does not match the provided fall count data.
 - All students enrolled at the school on the count date in a graded program, K-12, should be included [ESEA § 8101(3)]. Do not include students who were not at least 5 years old by December 1st of the 2022-2023 school year [MCL 380.1147]. Also do not include any students who are considered shared-time, home-schooled, or attend a non-public school for their core instruction in this count. Finally, do not include any students who are in an ungraded program and over the age of 18 [ESEA § 8103(26)].
 - The count should be a simple headcount and not a prorated full-time equivalency.
 - Students should be counted only once in the building assigned to them as their primary educational providing entity (PEPE).

Fall Low-Income Count

This column will be prepopulated with the certified public Fall 2022 count data related to the number of students eligible for free or reduced lunch for each school. If the LEA has not undergone any reconfiguration or had significant enrollment changes between the fall and spring count dates, the LEA should not adjust the prepopulated numbers.

Adjusted Low-Income Count

This column will be prepopulated with the certified public Fall 2022 count data related to the number of students eligible for free or reduced lunch for each school.

- If reconfiguration or significant enrollment changes have occurred between the fall and spring count dates, staff will need to determine the proper values to enter in this column.
- A significant enrollment change is an enrollment change which would impact the relative rank order of the schools in an LEA.
 - If enrollment changes were uniform across the LEA, the fall count data should still be used.
 - If adjusted data is used, please ensure one or both checkboxes above the table are checked to explain why the data in the adjusted data does not match the provided fall count data.

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- If the LEA is participating in the Community Eligibility Provisions (CEP) for its food-service program and has failed to collect free and reduced lunch eligibility information for its students, please contact the regional consultant for the LEA to determine how to proceed. [ESEA § 1113(a)(5)]

Please Note: In most cases LEAs must collect eligibility information using either the [2022-23 Household Application for Free and Reduced Price School Meals Application](#) or the [Household Information Report](#). This data is also used to determine Sec. 31a allocations and to determine various accountability metrics for the schools and should have been reported to Center for Performance and Information (CEPI) in the Supplemental Nutrition Eligibility Component of the Michigan Student Data System (MSDS). The count of students reported by building in the Supplemental Nutrition Report provided through MSDS may not always reflect the total free/reduced lunch eligibility count for each building. The data submitted by the LEA in MSDS only includes a count of students which have been identified by the LEA as free/reduced lunch eligible and may not include other categorically eligible or directly certified students which are later flagged by CEPI as free/reduced lunch eligible (homeless, direct certified, foster, etc.). For additional information please see page 293 of the [22-23 MSDS Collection Details Manual](#).^[OBJ]

Percent Low-Income

The percent low-income is based on the information entered in the **Adjusted Total Student Count** and **Adjusted Low-Income Count** columns. It will be used to determine eligibility of individual schools for Title I, Part A, and the rank order of eligible schools as applicable. [ESEA § 1113]

Ranking Methodology

Enrollment is based on the total from the Data on Schools in the District screen.

LEA Enrollment Less Than 1000 Students

- All schools in the LEA are automatically eligible for a Title I, Part A program and can be served without regard to their ranking by poverty percentage [ESEA § 1113(a)(6)].
- In such cases the LEA will only need to save this screen and will not be presented with the other options for ranking schools described below.

LEA Enrollment of 1000 or more Students

- Options on the Ranking Methodology Screen are used to determine which schools will be eligible for a Title I, Part A program and how those schools will be ranked.

Step 1: Top Ranked Schools

- The first box is automatically checked and cannot be unchecked.
- If the LEA chooses to have all high schools containing grade 12, with a poverty percentage greater than 50%, to be served prior to any grade span groupings then also check the second box.

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- This only applies to the actual grade span as listed in EEM and is not impacted by the assigned grade span indicated on the Data on Schools in the District screen [ESEA § 1113(a)(3)(B)].

Step 2: Grouping Method – Districts will choose one of the grouping methods listed below.

District Wide

- After serving the top ranked schools as described in step 1, the Title I, Part A legislation allows LEAs to group and rank remaining eligible schools “district-wide” without regard to the assigned grade span, or by “grade span.”
- If the LEA selects to group remaining schools district-wide, all schools at or above the low-income percentage for the district will be eligible.

Grade Span

- The LEA must choose which grade span groups they wish to serve and what criteria they will use to determine a school’s eligibility.
- When choosing to group by grade span, a table will appear to identify what criteria will be used to determine the eligibility of schools for each grade span.
- If the LEA selects the Grade Span Eligibility Method, all schools at or above the low-income percentage for that grade span group will be eligible.
- If an LEA chooses the District-wide Eligibility Method, all schools at or above the low-income percentage for the district will be eligible.
- Top ranked schools from step 1 will be served regardless of the assigned grade span.
- Selecting “grade span” grouping does not limit the LEA to serving only one grade span. The LEA may serve the eligible schools in as many of the grade span group as it chooses. [ESEA § 1113(a)(4)]
- If you choose not to serve a grade span, select the “Will Not Serve” radio button. However, if a school within the grade span you have selected is over 75%, they must be served.

Step 3: Additional Eligible Schools

If the LEA wishes to make additional schools eligible that have a percent of children from low-income families of at least 35% the LEA should check the box in Step 3 [ESEA § 1113(b)(1)(A)].

Please note: During amendment time DO NOT make changes on this screen unless you have received approval from your regional consultant.

Title I Eligible Schools

The data on this screen is populated from information entered on previously completed screens and information from the prior year’s application. LEAs must use this screen to identify which schools will be served with a Title I, Part A or be provided a Title I, Part A like program using Section 31a funds. **If changes are made to prior screens this screen will need to be resaved.**

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Program Type

- The program type for each Current Year Title I Eligible school will be pre-populated based on the accepted value in last year's application, if available.
- Verify the information to ensure it is accurate.
- Corrections can be made by selecting "Targeted", "Schoolwide", or "Unfunded" from the dropdown menu for each Title I eligible school.
- LEAs must use this screen to identify new Title I schools or change a school's program type from Targeted Assistance to Schoolwide
- "Schoolwide" should only be selected if the school has undergone the MDE-approved schoolwide planning process and has the Michigan Department of Education approval [ESEA § 1114].

For more information about the process to transition to schoolwide or to register an intent to transition to schoolwide LEAs should see the ["Intent to Transition to Title I Schoolwide"](#) form available on the MDE Office of Educational Support website.

- If a previously Schoolwide school has undergone reconfiguration (added/removed grade levels or sub-divided into two schools) please see the instructions below.

The Effects of Reconfiguring Schools on Title I Status

- When a Local Educational Agency (LEA) decides to close one or more Title I Schoolwide schools, assign different grades to an existing Title I Schoolwide school, or sub-divide a single Title Schoolwide School, the Title I Schoolwide status of a reconfigured school may be questioned.
- If your LEA has decided to close or reconfigure school(s); you are required to make the change in the Education Entity Master (EEM), notify your Office of Educational Supports Regional Consultant at 517-241-6970, and send an e-mail to Schoolwideplan@michigan.gov.

The following guide/criteria will be used to determine if the reconfigured school(s) remain Title I Schoolwide or revert to Targeted Assistance status.

If all the following statements are true of the reconfigured Title I Schoolwide school, the new school maintains the Title I Schoolwide status:

- 50% of the staff, students, and parents must be from a Title I Schoolwide school and be knowledgeable of the existing Title I Schoolwide Plan.
- The principal must have recent successful experience in a Title I Schoolwide school
- [The Title I Schoolwide Program Description](#), meeting all Schoolwide School Program requirements, **must be updated** with required stakeholder input. [ESEA § 1114(b)]
- The Michigan Department of Education (MDE) must be notified and may audit the Title I Schoolwide Program Description.

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- The original Title I Schoolwide school(s) included in the reconfigured school must have minimal audit or On-Site Review findings.
- The updated program description must be based upon a comprehensive needs assessment using the school data analysis of the projected new students and staff.
- The goals and strategies identified in the Title I Schoolwide Program Description must address the needs of the projected new students and staff.
- The LEA must have a strong history of conducting Title I Schoolwide programs in the most recent three years.

If the school fails to meet these criteria:

- They may be asked to revert to a targeted status and engage in a year of planning prior to becoming a Schoolwide school.
- If the school is a Targeted Assistance school, it should develop and update its plan to comply with Targeted Assistance Program requirements [ESEA § 1115].

Skipped Schools

- If the LEA chooses not to fund an eligible Title I, Part A school with Title I, Part A funds but funds another school lower down in the ranking with Title I funds, then the school is a “skipped” school and is not considered Title I for Comprehensive/Targeted Support requirements under the *Elementary and Secondary Education Act of 1965* (ESEA).
- You may only “skip” a school to fund another school in the same District-wide or Grade Span grouping. If there are no other schools in the same grouping, you cannot “skip” that school. “Skipping” only pertains to LEAs required to follow rank and serve.
- The LEA should identify the type of program to be provided in the **Program Type** column and check that the school will be skipped in the **Skipped?** column.
 - A Title I-like program in a school funded with Section 31a may meet the requirements of either a Schoolwide or a Targeted Assistance program by providing direct instructional services as described in Section 1114 or 1115 of the Title I, Part A legislation [ESEA § 1113(b)(1)(D)].
 - Most Skipped Schools will provide a Targeted Assistance program.
 - Only Skipped Schools that have undergone the MDE-approved schoolwide planning process and have the Michigan Department of Education approval [ESEA § 1114] may select Schoolwide program.

The LEA will need to allocate Section 31a funds to the school to provide a Title I-like program in that school and complete a building budget in the Section 31a Like Programs Group later in the application.

Please Note: Eligible private school students, who reside in a “skipped” school attendance area, may generate funding and must be provided Title I services even though the public-school attendance area is skipped [ESEA § 1113(b)(2)].

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Unfunded Schools

- All schools identified as current year Title I eligible must have a Title I program type identified.
- If funds are insufficient to fund all eligible schools, please mark any schools that will not be funded as “Unfunded.”
- No school may be marked “Unfunded” if a lower ranked school is marked “Schoolwide” or “Targeted” [ESEA § 1113(a)(4)(B)].

Prior Year Title I Eligible Schools

- The LEA may designate and serve a school that is not otherwise eligible for Title I, Part A in the current year if that school was eligible and was served in the preceding fiscal year.
- If you wish to serve such a school, identify the program type of the school to be served in the **Program Type** column [ESEA § 1113(b)(1)(C)]. If the school does not regain eligibility the following year, then it will no longer be able to participate in Title I, Part A.

Data on Private Schools (Replacing the Equitable Services Worksheet)

This screen will only be visible if an LEA indicated that they have participating private schools in one or more of the grant programs. **Please Note:** You will not mark “Yes” on this screen if you are participating in a Consortium. Title III English Language Consortium LEAs **ONLY**, with participating private schools, will still need to use the Equitable Services Worksheet.

- LEAs should use this screen to enter information about all participating private schools.
- LEAs should refer to the list of approved [Nonpublic Schools](#) on the MDE Nonpublic and Home School website to verify their eligibility to receive equitable services.
- Non-public school students receiving equitable shares should be enrolled in the public LEA as a non-public student. See MSDS Manual under Membership/Residency.
- LEAs will need to add each private school to this screen using the plus button located on the far right hand side after the Immigrant Count column.
- If a LEA needs to delete a private school use the minus button located on the far right-hand side after the Immigrant Count column.

In/Out of District

For each private school added to the screen, the LEA should identify if the school is located inside or outside of the district boundaries.

Program Participation

For each private school listed indicate “yes” in the dropdown menu for any grant source the private school is eligible for and has indicated a desire to participate in. This will ensure they are included in the equitable services calculations. **Please note: Private schools outside of district boundaries are only eligible for Title I, Part A basic programs.**

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Student Counts

Private school student counts should, like the public-school counts, be representative of enrollment from the 2022 fall count and **NOT** current year enrollment data.

Title I, Part A Basic Programs Participation (In and Out of District Private Schools)

- Resident Low-Income Count: Enter the number of children from low-income families, as of the prior fiscal year fall count date.
- The number should only include the count of private school children who, based on residency, would have attended a public school with a Title I or skipped school program within the LEA [ESEA § 1117(b)(1)(F)].
- If a private school is unable to provide the required “Resident Low-Income Count” data, counts used for equitable services in the prior year’s application can be used for a second year [ESEA § 1117(a)(4)(D)]. The data should always represent historical data, not current year enrollment. See also ESEA § 1117(c)(1) for alternative methods available to determine the “Resident Low-Income Count” for participating private schools.

Title II, Part A and Title IV, Part A Participation (In District Private Schools Only)

- Enter the total number of K-12 pupils attending the private school as of the prior fiscal year fall count date.

Title I, Part C and Title III, Part A English Learner & Immigrant (In District Private Schools Only)

- Enter the total number of children that meet eligibility requirements for each grant source attending the private school as of the prior fiscal year fall count date.

Please Note: Districts must enter the district counts on the Private Schools table on this screen.

FUND TRANSFERS AND PRIVATE SCHOOLS SECTION GROUP ([VIDEO](#))

New Funds Transfers

LEAs must use this screen to identify any transfers between grant sources that it wishes to make using new allocations. **Transferred funds do not actually move to the new grant source but take on the authority and allowability of the new fund designation and are subject to all the rules and regulations of the fund source into which they are transferred** [ESEA § 5103].

Transfers of funds are only allowed into a grant where an LEA has an accepted amount based on the information entered on the Review Grant Selections screen.

Traditional LEAs that have Private Schools **MUST** check the assurance box at the bottom of the page ensuring the LEA had meaningful consultation before making any transfer decisions.

After saving the new availability, “Availability After Transfers” will be displayed in the far-right column.

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Please Note: If an LEA intends to exercise SRSA Flexibility to use Title II, Part A or Title IV, Part A funds flexibly, the amount of the funds intended to be used flexibly **should not** be included as transfers within this section.

Private School Carryover

LEAs with participating private schools who have accepted carryover funds in Title I, Part A Basic programs will need to use this screen to identify if any of the carryover resulted from a failure to fully obligate funds which had been reserved to provide equitable services to participating private schools [ESEA § 1117(a)(4)(B) and 8501(a)(4)(B)]. For additional guidance see the October 7, 2019 [Title I, Part A Equitable Services Non-Regulatory Guidance](#).

Total to Distribute

- Using the Final Expenditure Reports (FER) for Title I, Part A, identify the difference between the amount budgeted for equitable services under FC 371 and the amount expended for equitable services under FC 371. This amount cannot exceed the original new allocation amount from the previous year. It is not allowable to carryover the carryover funds from the previous year a second time.
- If this amount is negative (the LEA expended more than required) enter \$0.
- **The total carryover to distribute must be entered first before you can distribute the funds.**

Please Note: In some cases, the total to distribute may exceed the actual carryover available to the LEA. This can occur when services to private schools were not fully provided but other public services had cost overruns beyond what had been budgeted. In these cases, the LEA should still enter the amount that should be going back to provide service to the private schools but may not be able to fully distribute that amount to the private schools due to a lack of available carryover funds. This will trigger a warning message on the screen and require a description of the situation to be provided but will not prevent submission of the application.

Carryover Distribution to Private Schools

- For each private school participating in a fund source with an amount to distribute, enter the share of the funds that will be attributed back to services in that private school.
- If you do not distribute the full amount, you **MUST** put an explanation in the box provided.
- If a private school declines the additional services, the value of those services should be offered to other private schools' for services.
- An LEA does not need to allocate additional funds back to a participating private schools if, **during consultation**, it is agreed that the private school would be unable to make use of services funded by the additional carryover amounts.
 - An LEA should document, in writing, the private school's refusal of additional services.

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- If the LEA has made and documented a reasonable effort to engage in consultation with the private school, failure of a private school to engage in that consultation or to provide program input in a timely manner may be considered a refusal of services.
- In most cases, it would be expected that unexpended amounts from the prior year are fully allocated back to participating private schools.

Explanation of Undistributed Carryover Amounts

- If all participating private schools decline and are unable to take advantage of additional services which would fully utilize the available private school carryover, the undistributed amount may be recaptured by the public schools.
- Additionally, if the carryover amount to distribute reflects funds that have been carried over once already (the carryover value exceeds the prior year's new equitable service amount), the excess may be recaptured by the public school.
 - An explanation for the recapture must be included in the space provided which indicates that the private schools were aware of the amount available but declined additional services.
 - If recapture is occurring because the carryover amount includes funds that had been carried over once already, the comment should include an explanation of why services were not provided to the private school as had been agreed to during the prior year.
 - The LEA should maintain documentation of the communications with the private school supporting the explanation statements.

Carryover Funds Transfers

A LEA must use this screen to identify any transfers between grants that it wishes to make using carryover funds. **Transferred funds do not actually move to the new grant source but take on the authority and allowability of the new fund designation and are subject to all the rules and regulations of the fund source into which they are transferred** [ESEA § 5103]. Transfers of funds are only allowed into a grant where an LEA has an accepted amount based on the information entered on the Review Grant Selections screen.

Please Note: If a LEA intends to exercise SRSA Flexibility to use Title II, Part A or Title IV, Part A funds flexibly, the amount of the funds intended to be used flexibly **should not** be included as transfers within this section.

TITLE I, PART A DISTRIBUTIONS GROUP ([VIDEO](#))

Title I, Part A Equitable Services to Private Schools



Before starting to work on this screen, you must "SAVE" the screen so that the information from previous screens is populated into the appropriate columns.

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Once you complete this screen, it is recommended that you print this screen or take a screenshot to be used later in the application process.

This screen will use the information provided from the **Review Grant Selection** screen, the [School Information screen and if applicable, any Carryover and/or Transfer](#) screens to calculate amounts available to provide equitable services in each private school based on a prorated share of the equitable service amounts.

- Since equitable service amounts in Title I, Part A are calculated prior to the LEA reserving funds for administrative costs, this screen will also allow the LEA to reserve funds, from the amounts calculated for equitable services, for the administration of the services provided to the participating private schools.
- If a LEAs total Title I allocation plus new transfers in, this screen will also automatically calculate the portion of funds that must be utilized to provide parent and family engagement activities in the private schools.

Negotiated Indirect

- If the LEA, in agreement with the participating private schools, wishes to take a portion of funds off the top of the amount available for the provision of equitable services, that amount should be entered in the **Negotiated Indirect** box on the top table.
- This amount is limited by the indirect rate as shown in the **Maximum Indirect** box.
- The amount held for negotiated indirect costs will be subtracted from the total equitable services amount and should be included in the indirect amount for the LEA Title I Budget as a whole within the Consolidated Application.

Negotiated Direct Administrative Costs

- A LEA, in agreement with the participating private schools, may choose to take a portion of each school's prorated share of funds to cover direct administrative costs.
- The amount to be deducted from each private school's share of the equitable services should be entered in the **Negotiated Direct Admin Costs** column in the bottom table.
- A LEA may not charge both indirect and direct administrative costs for the same administrative cost and must have receipts or documentation of any direct administrative costs being charged against the private school equitable services.
- Direct administrative costs for the provision of equitable services should be budgeted within the Title I, Part A budget in the Consolidated Application as a FC 371 expense.

For additional information about the provision of equitable services for Title I, Part A and the application of administrative costs on those services please see the [Non-regulatory Guidance](#).

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Title I, Part A Public School Reservations and Carryover Distribution

The table at the top of the screen shows all funds available to support the Title I, Part A Basic program in the LEA. A LEA can choose to reserve funds from the publicly available amount for required and optional reservations. The carryover section also allows the LEA to choose how it wishes to redistribute the publicly available carryover amount.

Once you complete this screen, it is recommended that you print this screen or take a screenshot to be used later in the application process.

New Parent and Family Engagement Reservations

LEAs with a total allocation plus transfers of new funds into Title I, Part A of less than \$500,000

- **NOT** required to set aside 1% for Parent & Family Engagement
- LEAs may still budget funds for School Level Parent & Family Engagement without identifying it on this screen as a reservation.
- LEAs that wish to budget funds for District Level Parent & Family Engagement should enter the reservation in the “Other Optional District Reservations” box.
- **DO NOT** fill in a reservation amount on the 2nd or 5th line of this table.

LEAs with a total allocation plus transfers of new funds into Title I, Part A of \$500,000 or more

- NexSys will calculate the minimum required for the Parent & Family Engagement reservation from new availability only, not including carryover, based on 1% of the new funds.
- This amount will prepopulate on the top line of the New Parent and Family Engagement Reservation table.
- LEAs that wish to reserve additional funds beyond the minimum required should identify the additional reservation amount on the second line of the table.
- This amount will be added to the amount on the first line to determine the total New Parent and Family Engagement Reservation [ESEA § 1116(a)(3)].

Please Note: Individual schools can choose to utilize additional funds from their school level allocations to support parent and family engagement in their schools beyond the required reservation amount. **Those additional amounts do not need to be included as a reservation on this screen.** The LEA must be careful to not use reserved funds to violate rank and serve requirements and have documentation of stakeholder support of a reservation greater than 1%.

Parent and Family Engagement Reservations Retained at the District

- If a LEA wishes to retain a portion of the Parent and Family Engagement Reservation for use and budgeting at the district level, that amount must be entered on the fifth line of the table.

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- The LEA may only retain 10% of the Parent and Family Engagement Reservation for use at the district level, meaning 90% of the reserved amount **must be** returned and budgeted within the school level budgets.
- If the LEA chose to reserve more than the required 1%, 90% of the reserved amount must still be distributed to schools and budgeted as part of the school level budgets [ESEA § 1116(a)(3)(B)].
- The maximum dollar amount that may be retained at the district will be shown on the 4th row of the table.
- The balance of the parent and family engagement reservation remaining for school level use will be shown in the last row of the table.

New Homeless and Optional District Reservations

Homeless Reservations

- All LEAs are required to meet collaboratively with their homeless liaison, and reserve funds to provide services for students experiencing homelessness [ESEA § 1113(c)(3)].
- The primary focus of the services must be on providing academic supports to homeless students in non-Title I buildings.
- Additional funds may also be reserved for other allowable activities, including welfare support and transportation costs, or to provide additional academic supports beyond those provided by Title I in Title I buildings. If applicable, LEAs may also include as part of the homeless reservation funds budgeted for incremental/excess **costs of transportation** to the school of origin for homeless students. Such costs would be budgeted using Function Code 271 in the Title I, Part A District Budget.
- If the LEA will use Title I, Part A to fund the **Homeless Education Liaison** position, the costs for the Liaison should be included in this table as part of the homeless reservation and would be budgeted using Function Code 226 in the Title I District Budget. This does not count towards administrative costs.
- For additional information see the [Title I, Part A Homeless Set-Aside 6-Step Process](#) and [Title I, Part A Homeless Set-Aside Needs Assessment Worksheet](#)

Please Note: An error will trigger and prevent application submission if a homeless reservation amount is not entered.

Foster Care Reservation

- When it has been determined through the Best Interest Determination process that a student placed in foster care should remain in their school of origin, LEAs may use Title I, Part A funds to pay for the “additional cost” to transport to and from the school of origin.
- Additional costs incurred in providing transportation to the school of origin should reflect the difference between what a LEA otherwise would spend to transport a student to their assigned school and the cost of transporting a child in foster care to their school of origin. For additional guidance reference the [Non-Regulatory Guidance on Ensuring Educational Stability for Children in Foster Care](#).

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Neglected Facilities Reservation

- If an LEA services students in facilities that qualify for Title I, Part A Neglected funds, they may choose to reserve additional funds from their Title I, Part A Basic allocation to utilize in those programs [ESEA § 1113(c)(3)].
- Those amounts should be entered on the third row of the **New Homeless and Optional District Reservations** table. These additional Neglected Facilities' reservations will be distributed in the "Title I, Part A Allocations to Facilities" screen and will need to be budgeted within the Title I, Part A District Budget for this year following the same directions as described in the "Title I, Part A Group" section of this guidance manual.

New Indirect Costs

- If the LEA desires to claim indirect costs on the Title I, Part A availability, the amounts for indirect costs should be entered on the fourth row of the reservations table.
- Indirect costs taken on the original Title I, Part A amount will be indicated separate from the costs taken on any of the transfer funds or carryover.
- Indirect costs taken on transfer funds from Title II, Part A and/or Title IV, Part A should be entered on the fifth and sixth rows of the reservations table, respectively. Those costs should correlate to the amounts budgeted for indirect in the appropriate grant source budget.
- The maximum values shown in the table assume that no funds will be utilized for capital outlay (Object Code 6000), payments to other governmental agencies, facilities acquisition, or prior period adjustments (Function Code 400). LEAs using funds for those purposes may not be able to reserve the maximum value shown or the application will generate an error when the Title I, Part A budget is complete and will need to return to this screen to reserve a lower amount [2 CFR § 200.414].

Please Note: If an LEA transfers funds from Title IV, Part A to Title I, Part A the LEA may not be able to take the maximum indirect amount shown on this screen for Title IV, Part A. They will be limited by the 2% rule even though they are transferring the funds out. LEAs will need to adjust the indirect they wish to claim accordingly.

New Direct Administrative Costs

If an LEA wishes to reserve funds for the direct administration of the Title I, Part A program, the amount of that reservation should be included in the table on the **New allocation to be used for direct administrative costs** row [2 CFR § 200.413]. This would include all administrative costs directly related to management of the grant as a whole, not related to meeting a specific cost objective of the grant. The following is a list of activities that may be considered part of the overall administrative budget for the grant:

- Performing general administrative and coordination functions for the grant **at the district level**, including:
 - i. Accounting, budgeting, financial, and cash management functions;
 - ii. Procurement and purchasing functions;

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- iii. Property management functions;
 - iv. Personnel management functions;
 - v. Payroll functions;
 - vi. Coordinating the resolution of findings arising from audits, reviews, investigations, and incident reports;
 - vii. Audit functions (FC 231) - Must be supported by itemized billing for the Title I program only;
 - viii. General legal services functions;
 - ix. Developing systems and procedures, including information systems, required for these administrative functions;
 - x. Preparing administrative reports; and
 - xi. Other activities necessary for general administration of government funds and associated programs.
- Oversight and monitoring responsibilities related to the district administrative functions (FC 226);
 - Costs of goods and services used for administrative functions of the program, including goods and services such as rental or purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space;
 - Travel costs incurred for official business in carrying out administrative activities or the overall management of the program;
 - Costs of information systems related to administrative functions (for example, personnel, procurement, purchasing, property management, accounting, and payroll systems) including the purchase, systems development, and operating costs of such systems and;
 - Costs of technical assistance, professional organization membership dues,
 - Costs of evaluating results obtained by the overall project at the district level against stated objectives (FC 281).
 - Most costs associated with FCs 232, 241, 249, 252, 257, 282, and 284.

The items listed above are the only allowable administrative costs. Total administrative costs, including indirect, should generally be less than 10% of the total availability. Direct administrative costs must be clearly documented as directly related to the Title I, Part A program. All costs must be reasonable and necessary.

Please Note: There is no universal rule for classifying certain costs as either direct or indirect under every accounting system. A cost may be direct with respect to some specific service or function, but indirect with respect to the Federal award or other final cost objective. Therefore, it is essential that each item of cost incurred for the same purpose be treated consistently in like circumstances either as a direct or an indirect cost to avoid possible double-charging of Federal awards. [2 CFR § 200.412]

Do not include the following as part of the direct administrative costs:

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- The homeless liaison. Those costs should be included in the Homeless Reservation amount.
- Building principals participating in school level PD with their own staff not directly related to administrating a federal program.

New Availability for Other Optional District Reservations

- In general, reservations for Title I, Part A district level programs should only occur if the LEA is following a written process for district-level program decision making. Although optional district reservations are allowable, the LEA must first consult with all stakeholders (school-level school improvement teams, principals, and parents) regarding the size and scope of the program prior to implementing optional reservations because district reservations reduce the amount of funds that are allocated to the schools.
- **It is not permissible to use such reservations to bypass rank and serve requirements.** Whenever possible, the costs for district level instructional programs should be prorated out and budgeted under individual school budgets to ensure alignment with federal school level expenditure requirements and to ensure rank and serve requirements are being met. [34 CFR § 200.77(f)]
- Consultants may request an assurance that such a process has been followed and LEAs should ensure such an assurance is uploaded when the district-level program costs compose a significant portion of the overall Title I, Part A budget (equal to or greater than individual school level program budgets).
- District level reservations specifically required by law and based on district level needs; such as reservations for unreimbursed excess foster care transportation costs, preschool, salary and benefit differentials, parent and family engagement costs that fall within the 10% limit for the district's share of the parent and family engagement reservation, or homeless reservation costs; may be made without utilizing a formal written process for school-level input, however such input is still highly recommended.

District level reservations may include the following types of activities:

District-level instructional programs

- Programs such as Title I, Part A preschool, Title I, Part A summer school or Title I, Part A intersession programs are allowable only after consultation with teachers, pupil support personnel, principals, and parents of the Title I, Part A schools.
- Costs should be included as a district reservation only if it has been determined that if it would be more cost-effective for the LEA to provide a single district level Title I, Part A program and when costs cannot be effectively prorated out to individual school budgets.
- **Whenever possible, the costs for district level instructional programs should be prorated out and budgeted under individual school budgets to ensure alignment with federal school level expenditure requirements and to ensure rank and serve requirements are being met.**

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Salary and Fringe Benefit Differentials

- To address variations in Title I, Part A personnel costs, an LEA may consider seniority pay differentials or fringe benefit differentials as a district-level administrative cost rather than a charge to each Title I, Part a School.
- This policy should only be used when the LEA has “like programs,” school to school and the schools are demographically similar.
- Contact your Regional consultant for technical assistance in determining salary and fringe benefit differentials.

Additional Professional Development

- A district-level professional development reservation would be appropriate only if two or more Title I, Part A schools have the same professional development needs as stated in each of the building school improvement plans and if it would be more cost effective for the LEA to provide a joint professional development opportunity for these Title I, Part A schools.
- **Whenever possible, the costs for such programs should be prorated out based on the relative benefit received to the school level budgets of the participating schools to ensure rank and serve requirements are being met.**

Parent and Family Engagement Carryover and Reservations

- LEAs should review the expended amount under FC 331 on its Final Expenditure Report (FER) and reservation amounts from the prior year to determine if the minimum required amount reserved in the prior year, including any required carryover for parent and family engagement, was expended.
- If the LEA did not expend the minimum required amount reserved in the prior year for Parent and Family Engagement, the unexpended amount must be entered on the first row of the **Parent and Family Engagement Carryover and Reservations** table when the carryover becomes available in the application. On the second row of the **Parent and Family Engagement Carryover and Reservation** table the LEA should identify the amount, if any, of the required parent and family engagement carryover that will be retained at the district level.
- The remaining balance of the required amount must be redistributed and budgeted within the school level budgets.

Additional Carryover to be used for Parent and Family Engagement

- If an LEA wishes to reserve additional amounts of carryover for parent and family engagement activities, beyond any required amount not expended during the prior year, the LEA should indicate the additional reservation from carryover in the appropriate rows of the **Parent and Family Engagement Carryover and Reservations** table.
- The LEA will utilize one of the last two lines of the table, depending on if the reserved amount will be directed and budgeted at the district level or at the school level. Districts

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are not required to direct 90% of this additional reservation amount to schools and may use it all for district level activities.

Homeless and Optional District Reservations from Carryover

Homeless Reservations from Carryover

- If an LEA wishes to fund additional activities for the support of students experiencing homelessness from carryover that are not already covered by reservation from the newly allocated funds, those amounts should be entered on the top row of the **Homeless and Optional District Reservations from Carryover** table.
- See the directions under [Homeless Reservations](#) for more information about the types of expenses allowed for the reserved amount.

Foster Care Reservations from Carryover

- If an LEA wishes to fund additional activities for the support of students experiencing foster care from carryover that are not already covered by the reservation from the newly allocated funds, those amounts should be entered on the second row of the **Homeless and Optional District Reservations from Carryover** table.
- For additional guidance reference the [Non-Regulatory Guidance on Ensuring Educational Stability for Children in Foster Care](#)

Carryover from Title I, Part A Neglected Facilities

- If an LEA served students in facilities that qualified for Title I, Part A Neglected funds during the prior year and did not expend the full allocation for those facilities, they **MUST** identify the portion of carryover that needs to be returned to the Title I, Part A Neglected Facilities on the third row of the **Homeless and Optional District Reservations from Carryover** table.
- The resulting carryover will then be allocated to individual facilities within “Allocations to Neglected Facilities” and the Title I, Part A budget in the Consolidated Application.

Carryover Indirect Costs

- If the LEA desires to claim indirect costs on the Title I, Part A carryover, the amounts for indirect costs should be entered on the fourth row on the **Homeless and Optional District Reservations from Carryover** table.
- Indirect costs taken on the Title I, Part A amount will be indicated separately from the costs taken on any of the transferred carryover funds. Those costs will need to correlate to the amount identified in source budget within the Consolidated Application.
- The maximum values shown in the table assumes that no funds will be utilized for capital outlay (Object Code 6000), payments to other governmental agencies, facilities acquisition, or prior period adjustments (Function Code 400). LEAs using funds for those purposes may not be able to reserve the maximum value shown or the application will generate an error when the Title I, Part A budget is complete and will need to return to this screen to reserve a lower amount.

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Please Note: If an LEA transfers funds from Title IV, Part A to Title I, Part A the LEA may not be able to take the maximum indirect amount shown on this screen for Title IV, Part A. They will be limited by the 2% rule even though they are transferring the funds out. LEAs will need to adjust the indirect they wish to claim accordingly.

Carryover Direct Administrative Costs

- If a district wishes to reserve additional funds from carryover for the direct administration of the Title I, Part A program, the amount of that reservation should be included on the seventh row of the **Homeless and Optional District Reservations from Carryover** table
- See the directions under [New Direct Administrative Costs](#) for information about the types of expenses that can be included on this row.

Carryover for Other Optional District Reservations

- If a district wishes to reserve additional funds from carryover for other district reservations, the amount of that reservation should be included on the eighth row of the **Homeless and Optional District Reservations from Carryover** table.
- In general, reservations for Title I, Part A district level programs should only occur if the LEA is following a written process for district-level program decision making.
- Although optional district reservations from carryover are allowable, the LEA must first consult with all stakeholders (school-level school improvement teams, principals, and parents) regarding the size and scope of the program prior to implementing optional district reservations from carryover because district reservations reduce the amount of funds that are allocated to the schools.
- **It is not permissible to use such reservations to bypass rank and serve requirements.**
- Whenever possible, the costs for district level instructional programs should be prorated out and budgeted under individual school budgets to ensure alignment with federal school level expenditure requirements and to ensure rank and serve requirements are being met.
- Please see the instructions under [New Availability for Other Optional District Reservations](#) for more information about the types of activities that may be funded from these optional reservations.

Carryover Distribution to Schools

- Any carryover funds not already reserved in the tables above must be returned to schools.
- By default, the Consolidated Application will assume that any remaining carryover will be distributed to individual schools using the per-pupil formula (third row of the **Carryover Distribution to Schools** table).

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Carryover to Revert Back to Each School of Origin

- If the LEA has records indicating a portion of the carryover funds should be directly attributed back to one or more schools, based on the inability of that school or schools to fully obligate all funds allocated in the prior school year, those funds may be directly allocated back to the school of origin.
- This is accomplished by indicating the full value of the funds on the first row of this table and allocating them back to the appropriate school on the Allocation to School Attendance Areas screen.
- The LEA is also required to check the assurance box at the bottom of the table, assuring that it has appropriate records to support the direct allocation back to individual schools.

Carryover for Special Initiatives

- If an LEA has special initiatives in one or more schools, such as special supports being provided to schools identified for improvement, funds can be reserved from carryover amounts using the second row of the **Carryover Distribution to Schools** table and allocated to the specific schools on the Allocation to School Attendance Areas screen.
- This reservation should **not** be used to increase amounts available for student instruction in those schools or used to bypass rank and serve requirements.

For additional guidance regarding the allocation and use of carryover funds, please see the carryover section of the [February 2008 Fiscal Issues: Title I, Part A, Non-Regulatory Guidance](#).

Public Services Summary

Please carefully review the public services summary.

- LEAs **MUST** ensure that services are fully budgeted in the Title I, Part A District Budget to align with the total reservations as indicated on the Public Services Summary table.
- The reserved amount for district parent and family engagement is the **maximum allowed within the district budget for this purpose**. Therefore, the district budget in the Consolidated Application for FC 331 should not exceed the reserved budget figure.
- LEAs must budget **at least** an amount equal to the **Total Minimum School Funds for Parent and Family Engagement** within the school level Title I, Part A budgets. Schools may choose to budget more than the minimum amount required and reserved on this screen. All Title I, Part A parent and family engagement costs should be budgeted within the school level budgets that are contained within the main Title I, Part A budget group. FC 331 should not be used within school level budgets that are part of transfers to Title I, Part A from other funding sources.

Please Note: Parent and Family Engagement is also an allowed cost under Title IV, Part A and Title V, Part A and may be budgeted in those program budgets without the need to designate it as a transfer to Title I, Part A. However, those amounts will not count towards the Title I, Part A Parent and Family Engagement requirement.

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Allocation to School Attendance Areas

Once completed and saved, please either print this page or take a screen shot of this entire page. The information from this screen will be needed to complete the Add/Edit Grant Members Screen and will also be needed to complete the school level budgets.

Minimum Amount Per Low-Income Pupil

The table at the top will show the minimum amount required to be budgeted per low-income pupil. If the amount shows \$0.01 the LEA is eligible to set their own minimum amount per pupil. [ESEA § 1113(c)(2)(A)]

Grouping of School Attendance Areas

- The list of schools and the associated data is populated from information on the [Data on Schools in the District](#) screen and groups are determined based on information from the [Ranking Methodology](#) screen (if applicable). Only schools identified as either **Schoolwide** or **Targeted** on the [Title I Eligible Schools](#) screen will be listed.
- The amount per pupil will automatically prepopulate by dividing the funds equally between each school. Districts will need to make changes to the amount per pupil to meet the needs of their district.
- Before saving the screen, districts will need to check the assurance box at the bottom of the page.

LEAs with Less Than 1000 Students or “District Wide” Ranking Methodology

- The schools will be listed in poverty rank order, regardless of the grade span of each school.

Grade Span Ranking Methodology

- All schools above 75% poverty will be listed first regardless of grade span.
- The remaining schools in the grade spans the LEA selected to serve on the Ranking Methodology screen at or below 75% poverty will be listed in poverty rank order within each grade span.

50% Rule for High Schools,

- All schools that include grade twelve and have a poverty percentage greater than 50% may be served in rank order after those with poverty percentages greater than 75% prior to serving any remaining schools.

LEAs with 1000 Students or More

- LEAs are required to serve schools in rank order and must allocate funds to schools above 75% poverty first, regardless of grade span – including alternative schools and virtual schools.

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- LEAs may not allocate more per low-income child to schools at or below 75% poverty than it allocates to schools above 75% poverty.

Title I, Part A Per-student Amounts

LEAs are required to distribute funds to schools based on the count of students from low-income families in that school.

To distribute funds appropriately:

- Determine the amount per low-income student for the highest ranked school in the list of Title I, Part A eligible schools (i.e., the school with the highest poverty percentage). An amount equal to or greater than the minimum amount must be used. Allocate funds to the remaining Title I, Part A eligible schools in rank order. It is allowable to allocate different amounts per low-income student to different schools, however, each school must receive an amount per low-income student equal to or less than all schools preceding it in the rank order listing. For each school, enter the amount per low-income student.
- If the remaining funds are not sufficient to allocate the minimum amount per low-income student to the lowest ranked school, the LEA may allocate less than the minimum amount per low-income student to the school if the LEA determines that the funds allocated are sufficient to allow the school to operate a Title I, Part A program of sufficient quality to enable students to make adequate progress toward meeting the State's challenging performance standards.
- After saving, the LEA should ensure that the **Remaining Balance** in the last row of the **Calculated Title I Amount** column is as near to zero as possible to ensure maximum utilization of the available Title I, Part A funds. [ESEA § 1113(c)(1)]

Section 31a per-student amounts

If Title I, Part A funds are insufficient to fully fund the minimum amount required or the amount needed for each eligible school, Section 31a funds may be used in whole or part to meet the per pupil funding requirements.

- In the **Section 31a Amount Per Pupil** column enter only the amount of Section 31a funds that will be used to replace all or part of the school's required per pupil funding.
- The **Section 31a Amount Per Pupil** column is not intended, and should not be used, to allocate the full value of an LEA's anticipated Section 31a allocation. This column should only be used to allocate enough Section 31a funds to meet minimum per pupil amounts or rank and serve requirements if Title I, Part A funds are insufficient to fully support the Title I, Part A programming in the LEA [ESEA § 1113(b)(1)(D)(ii) and 1113(c)(2)(B)].

After saving, the LEA should verify that the total calculated Section 31a amount allocated in the last column of the table does not exceed the expected Section 31a allocation for the LEA and that remaining Section 31a funds will be enough to meet the intent and purpose of Section 31a.

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Skipped Schools

- If, on the Title I Eligible Schools screen, the LEA chose to mark a school as “skipped” the **Title I Amount Per Pupil** column should not be used or an error will trigger.
- The full value of the required per pupil amount must be entered in the **Section 31a Amount Per Pupil** column.

Carryover and Parent & Family Engagement Reservations

If applicable, enter the Carryover and Parent and Family Engagement Reservations for each school. This column should not be used to bypass rank and serve requirements. Distribution of Parent and Family Engagement Reservations should be done with priority given to high-need schools [ESEA § 1116(a)(3)(C)]. After saving, the LEA should ensure that there is no **Remaining Balance** in the last row of the **Carryover and Parent and Family Engagement Reservations** column.



School Level Budgets

LEAs will **only** input information on this screen **if they have transferred** funds into Title I, Part A. Follow the directions at the top of the screen.

Once completed and saved if you have transferred funds into Title I Part A, please either print this page or take a screen shot of this entire page. The information from this screen will be needed to complete the Add/Edit Grant Members Screen and will also be needed to complete the school level budgets. The Add/Edit Grant Members Screen will be used to create school level budgets for each grant funding source used.

Please Note: Districts may wish to print this page or take a screenshot in order to have access to agreement numbers and know which buildings will need to be added to the application and their corresponding grant source.

At this point, return to the Add/Edit Grant Members Screen to add grant members/Title I buildings/district consortium members.

Add/Edit Grant Members Screen (ADDING TITLE I BUILDINGS/CONSORTIUMS)

The purpose of this screen is to create Title I building level budget pages for each funding source (For example; Title I, Part A, 31a Skipped Schools, Title II, Part A transfers, Title IV, Part A transfers, as applicable).

LEA's Adding Title I Buildings:

- **Title I schools are considered “grant members”**
- Every school that appears on the “School Level Budget” screen needs to be added as a grant member. You must create a budget for each school for every grant source, including skipped schools.
- Step by step directions for adding/or deleting a grant member/Title I buildings are at the top of the page.

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- When adding your schools, make sure you choose **BUILDING** as the type, every time.
- To ensure the correct selection of an entity, LEAs should use the Agreement Number when searching for their buildings. Agreement Numbers can be found on the School Level Budget screen.
- LEA's will use the screen shot from the "School Level Budget" screen to add their buildings.
- Once added the building names will appear under each funding source on the "Grant Member Budget(s)" tab.
- If you make a mistake and need to delete a building from a budget screen, you must go back to Add/Edit grant members and delete the school using the "red trashcan" button.

Consortium Leads Adding Districts:

- **Districts are considered "grant members"**
- Step by step directions for adding/or deleting a grant member/Consortium Member are at the top of the page.
- When adding districts, make sure you choose **CONSORTIUM** as the type, every time.
- To ensure the correct selection of an entity, LEAs should use the Agreement Number when searching for their buildings. Agreement Numbers can be found on the School Level Budget screen.

NEW ADMINISTRATIVE COSTS GROUP ([VIDEO](#))

New Administrative Costs

This screen is to add direct and indirect administrative costs for all funding sources. The Title I Part A direct and indirect administrative will be prepopulated from the information provide earlier in the application.

- Enter the direct and indirect costs for each funding source.
- Percentages will be automatically calculated for each funding source.
- After saving the screen, an error message will appear if administrative cost percentages are exceeded.

Please note: The administrative cost percentage guidelines are listed at the top of the screen. The 2% limit for Title III and Title IV error message indicates both grant sources are over 2%. However, one may be correct and you only need to adjust the other. Use the percentages on this screen to determine which grant source needs to be adjusted.

Carryover Administrative Costs

This screen is to add direct and indirect administrative costs for all funding sources from carryover and will only appear if there are carryover funds to budget. The Title I Part A direct and indirect administrative costs will be prepopulated from the information provide earlier in the application.

- Enter the direct and indirect costs for each funding source.
- Percentages will be automatically calculated for each funding source.
- After saving the screen, an error message will appear if administrative cost percentages are exceeded.

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Please Note: The administrative cost percentage guidelines are listed at the top of the screen.

ALLOCATIONS TO NEGLECTED & DELINQUENT FACILITIES GROUP ([VIDEO](#))

This group will only appear for districts that have neglected and delinquent facilities. MDE uploads the facilities to the application for neglected and delinquent.



Title I, Part A Allocations to Neglected Facilities

Once you complete this screen, it is recommended that you print this screen or take a screenshot to be used later in the application process.

- First you will need to add all of your facilities assigned to your LEA, if you have more than one. Use the plus sign on the far-right side. Once you have added all of them, click on “SAVE.”
- If a facility is missing, please contact the OES Title I, Part A Neglected Consultant.
- Once you click SAVE, the calculated allocation amount will be populated for each facility.
- Complete the accepted amount column following the directions at the top of the screen.
- If allocating Carryover, additional Title I, Part A, or Transfer Funds, indicate the amount in the appropriate column to match the available funds amount and then click “SAVE”
- Identify the portion of indirect and direct administrative costs that will be funded from the entity’s allocation and click on “Save”

Please Note: Each neglected facility should be added only once. If a facility name is duplicated in the list, use the trash can button on the far right-side of the screen to delete the additional row with the duplicated facility name.



Title I, Part D Allocations to Facilities

Once you complete this screen, it is recommended that you print this screen or take a screenshot to be used later in the application process.

- First you will need to add all of your facilities assigned to your LEA, if you have more than one. Use the plus sign on the far-right side. Once you have added all of them, click on “SAVE.”
- If a facility is missing, please contact the OES Title I, Part D Delinquent Consultant.
- Once you click SAVE, the calculated allocation amount will be populated for each facility.
- Complete the accepted amount column following the directions at the top of the screen.
- If allocating Carryover, additional Title I, Part A, or Transfer Funds, indicate the amount in the appropriate column and then click “SAVE”
- Identify the portion of indirect and direct administrative costs that will be funded from the entity’s allocation and click on “SAVE”

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Please Note: Each delinquent facility should be added only once. If a facility name is duplicated in the list, use the trash can button on the far right-side of the screen to delete the additional row with the duplicated facility name.

EQUITABLE SERVICES REPORTS GROUP (VIDEO)

All the information on this screen is prepopulated based on information enter earlier in the application. It will only appear for LEAs that have Private Schools participating in Title I, Part C, Title II, Title III EL and IS, and Title IV.

Once you complete this screen, it is recommended that you print this screen or take a screenshot to be used later in the application process.



Equitable Services to Special Populations

This screen will **ONLY** appear for LEA's that have Private Schools participating in the following programs:

- Title I, Part C- Migrant
- Title III, Part A English Learner
- Title III, Part A Immigrant Students

Before starting to work on this screen, "save" the screen so that the information from previous screens is populated into the appropriate columns.



Title II and Title IV Equitable Services

This screen will **ONLY** appear for LEA's that have Private Schools participating in the following programs:

- Title II, Part A- Supporting Effective Instruction
- Title IV, Part A -Student Support and Academic Enrichment

Before starting to work on this screen, save the screen so that the information from previous screens is populated into the appropriate columns.

All the information on this screen is prepopulated based on information entered earlier in the application.

Once you complete this screen, it is recommended that you print this screen or take a screenshot to be used later in the application process.

PROGRAM INFORMATION GROUP (VIDEO)

Equitable Access

Information requested on this screen applies to ALL grant sources included in the Consolidated Application.

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Section 427 of the General Education Provisions Act (GEPA) allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, applicants should determine how these or other barriers may prevent students, teachers, parents, and other beneficiaries from accessing or participating in the Federally funded programs.

A generic, “catch-all” statement about non-discrimination is not sufficient.

Additional guidance can be found in Appendix A.

Language Assistance Plan

All Local Educational Agencies (LEAs) receiving any supplemental State or Federal funds are required to demonstrate how they are using general funds to support ELs by completing this screen.

- Contact information for the Title III/EL person must be entered.
- All students that are designated as English Learner (EL) have the right to supports provided by the LAP. This program is a requirement of all districts.
- LEAs that do not have ELs enrolled during the submission of the Consolidated Application will have a plan in place for new EL enrollees and must also complete this screen.
- Additional guidance can be found in Appendix B.

Special Populations Additional Information

This screen requires districts to input information regarding:

- The LEAs needs and plans for the Title I Part A homeless set aside.
- The LEA’s needs and plans for supporting youth experiencing foster care using any Title I, Part A optional reservations for youth experiencing foster care that the district has set aside. If the district has not set aside any funds as described in the Foster Care Reservation section of this help guide, district should enter "not applicable at this time".
- Contact information for the Homeless Liaison and Foster Care Liaison.

Please Note: Note: The liaisons listed in the Consolidated Application must be the same liaisons reported in the Education Entity Master (EEM). Additionally, the designated homeless liaison must complete the required training module. Contact Special Pops at mckinney-vento@michigan.gov for assistance.

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Title V, Part B SRSA Flexibility

SRSA Flex

LEAs eligible for the Title V, Part B Small Rural School Achievement Program (SRSA) funding will be able to utilize added flexibility for the use of Title II, Part A and Title IV, Part A funds. This flexibility allows the LEA to use these funds according to the intent and purpose and allowability of the following funding sources without transferring those funds:

- Title I, Part A – Improving Basic Programs
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – Language Instruction for English Learners
- Title III, Part A – Language Instruction for Immigrant Students
- Title IV, Part A – Student Support and Academic Enrichment
- Title IV, Part B – 21st Century Schools

Eligible Title V, Part B SRSA Flex Districts

- An SRSA-eligible LEA that wishes to exercise this additional flexibility must indicate its desire to do so by checking the appropriate boxes on this screen.
- LEAs are still required to meet equitable services requirements based on the amount of funds received in applicable programs.
- LEAs are not required to meet the requirements to allocate specific portions of funds to applicable focus areas in Title IV, Part A.

Non-Eligible Title V, Part B SRSA Flex Districts

- **All districts must save this screen, even if the district is not eligible for Title V. DO NOT check the boxes on this screen before saving.**

CREATING BUDGETS IN NEXSYS ([OVERVIEW](#) AND [ADDING BUDGET ITEMS](#) VIDEOS)

The process for creating budgets within the Consolidated Application follows the same process for all the various grant sources. A funding source group will only appear if the district has accepted funding for that grant source. Possible grant sources may include:

- Section 31a Title I Like Programs
- Title I, Part A- Basic Programs
- Title I, Part A- Neglected
- Title I, Part C- Migratory Education
- Title I, Part D- Delinquent
- Title II, Part A- Supporting Effective Instruction
- Title III, Part A- Language Instruction for English Learners
- Title III, Part A- Language Instruction for Immigrant Students
- Title IV, Part A- Student Support and Academic Enrichment
- Title V, Part B- Rural and Low-income School Program

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Budget Summary

This screen will show your totals for the grant source according to function codes.

- Complete the contact information for the district's Business Office Representative and Project Contact Person and then "SAVE" the screen. Budget amounts will populate into the budget summary.
- You will receive an error message on this screen until all funds have been budgeted.
- Once all funds have been budgeted in an area, go back to this screen and click on "Save." A checkmark will appear if all funds have been budgeted appropriately.

Budget Detail

This screen allows you to filter by district, schools, funding source, private schools, etc. to see different budget details. Every budget detail screen is the same no matter what funding group you are under. If you do not filter this screen you will see the entire application and all funding sources combined. You may also export budgets into excel on this screen using the export feature.

This screen is also the easiest place to edit budget items before application submission. LEAs will need to filter for the funding source, choose if the item is in a district budget or a school budget and then click on search. Once your results appear, you will see all of your budget item descriptions and you may click on the description you wish to edit. After you edit the item, click on "Save."

Please Note: This screen does not allow you to sort by neglected/delinquent facility

Attachments

This screen will allow a district to attach any documents required. An attachment screen is provided under each grant source. In order to attach a document, click on the attachment screen. Follow the directions at the top of the screen.

Please Note: If you need to add more than one attachment, you will need to save and then click the "ADD" button in the top right corner.

The budget summary screen, the budget details screen and the attachments screen function the same for each funding source. Other screens will function similarly, however there may be slight variations depending on the funding source. The remaining screens are listed by grant source in order to be as detailed as possible.

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SECTION 31A TITLE I LIKE PROGRAMS GROUP (VIDEO)

This group will allow you to add your building budgets for any skipped schools.

Budget Summary

This screen will show your totals for the grant source according to function codes.

- Complete the contact information for the district's Business Office Representative and Project Contact Person and then "SAVE" the screen. Budget amounts will populate into the budget summary.
- You will receive an error message on this screen until all funds have been budgeted.

Once all funds have been budgeted in an area, go back to this screen and click on "SAVE." A checkmark will appear if all funds have been budgeted appropriately.

Grant Member Budget(s) Screen

- **Click on the arrow** to the right of Grant Member Budgets.
- All grant members/buildings attributed to this funding source will appear.
- If a grant member/building is missing, you will need to return to the add/edit grant members page to add the missing grant member/building.
- **Choose the grant member/building you wish to add your budget items to and click the down arrow to the right of the entity name.**
- After adding all of your budget items, click on the Building Name to populate the budget and save the screen. **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

ENTERING YOUR INITIAL BUDGET ITEM UNDER A GRANT SOURCE

- When entering your first building budget item you need to click on the down arrow next to the school name. Then you will click on Grant Member Budget Items.
- When the budget item screen appears, for Section 31a Title I Like Programs you will enter the following:
 - Budget Item Type – This will always be Title I School Program Cost
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300 character limit.
 - Function Code
 - Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours
 - Click "SAVE" in the top right corner
 - You can tell an item has been saved by looking under the add/edit button in the top right hand corner. "Last Saved" with the date and time will appear. If you do not see this information, save again
 - **Please Note:** You will need to begin with the initial building budget item directions each time you begin a new school budget.

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ENTERING SUBSEQUENT BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right hand corner.
- If you do not have a budget item open, you will need to return to Grant Member Budgets:
 - Click on the arrow to the right of Grant Member Budgets
 - Click on the down arrow next to the grant member/building you wish to add a budget item
 - Click on an item that has already been completed. This will take you back to the budget items screen.
 - **IMPORTANT NOTE: You MUST Click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
 - Enter the budget information
 - Click “SAVE” once you have completed the budget item.
 - To continue to add budget items, click on “ADD” in the upper right corner. Remember to save after each item.
 - After you have added ALL budget items under a funding source
 - Return to the Grant Member Budgets, click on the arrow to the right and then click on the building to populate the budget.
 - Then return to the Budget Summary Screen and resave.
 - **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

TITLE I, PART A GROUP ([VIDEO](#))

This group will allow you to add your district and building budgets for Title I Part A. **All LEAs MUST upload their current Title I Targeted Assistance and/or Schoolwide Planning Templates for all Title I buildings on the Title I, Part A Attachments screen.**

Please Note: LEAs with Title I, Part A Neglected facilities must upload the Title I, Part A – Neglected and Title I, Part D, Subpart 2 – Delinquent Education Application and Formal Agreement document for each facility as an attachment on the Title I, Part A Attachment screen.

Budget Summary

This screen will show your totals for the grant source according to function codes.

- Complete the contact information for the district’s Business Office Representative and Project Contact Person and then “SAVE” the screen. Budget amounts will populate into the budget summary.
- You will receive an error message on this screen until all funds have been budgeted.

Once all funds have been budgeted in an area, go back to this screen and click on “SAVE.” A checkmark will appear if all funds have been budgeted appropriately.

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DIRECTIONS FOR ENTERING DISTRICT BUDGETS

ENTERING YOUR INITIAL DISTRICT BUDGET ITEM UNDER A GRANT SOURCE

- Click on “Budget Item” to enter your first budget item
- When the budget item screen appears for Title I Part A Budget Items you will enter the following
 - Budget Item Type – This will depend on your district reservations
 - Title I Basic District Administrative Cost
 - Title I Neglected District Administrative Cost
 - Equitable Services
 - Title I Basic District Program Cost
 - Neglected Facility Cost
 - Facility/ Private School – This will only be selected if you are entering Equitable Services or Neglected Facility Costs.
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300 character limit.
 - If you are entering a description for a private school, please begin the description with the name of the school.
 - Neglected facility school: please begin the description with the name of the facility.
 - Homeless reservation: please begin the description with Homeless
 - Foster care reservation: please begin the description with Foster Care
 - Function Code
 - Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours
 - Click **SAVE** in the top right corner
 - You can tell an item has been saved by looking under the add/edit button in the top right hand corner. “Last Saved” with the date and time will appear. If you do not see this information, save again

ENTERING SUBSEQUENT DISTRICT BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right-hand corner.
- If you do not have a budget item open, and:
 - If you have only added one other item, click on “Budget Items” and when the item appears, click on “Add” in the upper right hand corner. If you do not click on “Add” you will overwrite the current item.
 - If you have added multiple items, you will need to click on the arrow next to “Budget Items” and then click on an item that has already been completed. This will take you back to the budget items screen.

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- **IMPORTANT NOTE: You MUST click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
- Enter the budget information
- Click “**SAVE**” once you have completed the budget item.
- To continue to add budget items, click on “**ADD**” in the upper right corner. Remember to save after each item.
- After you have added ALL budget items under a funding source, return to the Budget Summary Screen and resave. **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

DIRECTIONS FOR ENTERING BUILDING BUDGETS

Grant Member Budget(s) Screen

- Click on the arrow to the right of “Grant Member Budgets.”
- All grant members/buildings attributed to this funding source will appear
- If a grant member/building is missing, you will need to return to the add/edit grant members page to add the missing grant member/building.
- **Choose the grant member/building you wish to add your budget items and click the down arrow to the right of the entity name. Then click on Grant Member Budget Items.**
- After adding all of your budget items, click on the Building Name to populate the budget.
- **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

ENTERING YOUR INITIAL BUILDING BUDGET ITEM UNDER A GRANT SOURCE

- When entering your first building budget item you need to click on the down arrow next to the school name. Then you will click on Grant Member Budget Items.
- When the budget item screen appears, for Title I, Part A Programs you will enter the following
 - Budget Item Type – This will always be Title I School Program Cost
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300 character limit.
 - Function Code
 - Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours
 - Click **SAVE** in the top right corner
 - You can tell an item has been saved by looking under the add/edit button in the top right hand corner. “Last Saved” with the date and time will appear. If you do not see this information, save again
 - **Please Note:** You will need to begin with the initial building budget item directions each time you begin a new school budget.

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ENTERING SUBSEQUENT BUILDING BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right hand corner.
- If you do not have a budget item open, you will need to:
 - Click on the arrow to the right of Grant Member Budgets
 - Click on the down arrow next to the grant member/building you wish to add a budget item
 - Click on an item that has already been completed. This will take you back to the budget items screen.
 - **IMPORTANT NOTE: You MUST Click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
 - Enter the budget information
 - Click “SAVE” once you have completed the budget item.
 - To continue to add budget items, click on “ADD” in the upper right corner. Remember to save after each item.
 - After you have added ALL budget items
 - Return to the Grant Member Budgets, click on the arrow to the right and then click on the building to populate the budget.
 - Then return to the Budget Summary Screen and resave.
 - **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

TITLE I, PART C GROUP

This group will allow you to add your district budgets for Title I Part C.

Budget Summary

This screen will show your totals for the grant source according to function codes.

- Complete the contact information for the district’s Business Office Representative and Project Contact Person and then “SAVE” the screen. Budget amounts will populate into the budget summary.
- You will receive an error message on this screen until all funds have been budgeted.
- Once all funds have been budgeted in an area, go back to this screen and click on “SAVE.” A checkmark will appear if all funds have been budgeted appropriately.

Title I, Part C – MEP Administrative/Indirect Costs

As with all federal fund expenditures, the Title I, Part C – MEP administrative costs must be "reasonable and necessary" and comply with the "supplement not supplant" requirement that prohibits the use of program funds for general education or other services required by law. **The administrative costs (function codes 226, 231 and 252) plus indirect costs may not exceed 15% of the budgeted costs).**

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The Migratory Education Program has several required activities: direct services, recruitment, identification, and reporting; and parent outreach and advisory. Direct services must be a minimum of 60% of the budgeted costs. Parent outreach and advisory costs must be a minimum of 1% of the budgeted costs.

For allowable function codes, see Appendix D.

DIRECTIONS FOR ENTERING DISTRICT BUDGETS

ENTERING YOUR INITIAL DISTRICT BUDGET ITEM UNDER A GRANT SOURCE

- Click on “Budget Item” to enter your first budget item
- When the budget item screen appears for Title I Part C Budget Items you will enter the following
 - Budget Item Type
 - Administrative
 - Equitable Services
 - Program Cost
 - Private School – This will only be selected if you are entering Equitable Services
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300 character limit. If you are entering a description for a private school, please begin the description with the name of the school.
 - Function Code
 - Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours
 - Click **SAVE** in the top right corner
 - You can tell an item has been saved by looking under the add/edit button in the top right hand corner. “Last Saved” with the date and time will appear. If you do not see this information, save again

ENTERING SUBSEQUENT DISTRICT BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right-hand corner.
- If you do not have a budget item open, and:
 - If you have only added one other item, click on “Budget Items” and when the item appears, click on Add in the upper right hand corner. If you do not click on Add you will overwrite the current item.
 - If you have added multiple items, you will need to click on the arrow next to “Budget Items” and then click on an item that has already been completed. This will take you back to the budget items screen.
 - **IMPORTANT NOTE: You MUST Click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
- Enter the budget information

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- Click **“SAVE”** once you have completed the budget item.
- To continue to add budget items, click on **“ADD”** in the upper right corner. Remember to save after each item.
- After you have added ALL budget items under a funding source, return to the Budget Summary Screen and resave. **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

TITLE I, PART D GROUP

Title I, Part D funds are used to provide supplementary assistance to eligible delinquent students. This group will allow you to add your budget items. **Please Note:** The LEA must upload the Title I, Part A – Neglected and Title I, Part D, Subpart 2 – Delinquent Education Application and Formal Agreement document for each facility as an attachment on the Title I, Part D Attachment screen.

For allowable function codes, See Appendix E

Budget Summary

This screen will show your totals for the grant source according to function codes.

- Complete the contact information for the district’s Business Office Representative and Project Contact Person and then **“SAVE”** the screen. Budget amounts will populate into the budget summary.
- You will receive an error message on this screen until all funds have been budgeted.
- Once all funds have been budgeted in an area, go back to this screen and click on Save. A checkmark will appear if all funds have been budgeted appropriately.

ENTERING YOUR INITIAL DISTRICT BUDGET ITEM UNDER A GRANT SOURCE

- Click on **“Budget Item”** to enter your first budget item .
- When the budget item screen appears for Title I Part D Budget Items you will enter the following
 - Budget Item Type
 - Administrative
 - Delinquent Facility Cost.
 - Delinquent Facility – Select the facility the budget item corresponds with
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300-character limit. If you are entering a description for a facility, please begin the description with the name of the facility.
 - Function Code
 - Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours.
 - Click **SAVE** in the top right corner.

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- You can tell an item has been saved by looking under the add/edit button in the top right-hand corner. “Last Saved” with the date and time will appear. If you do not see this information, save again.

ENTERING SUBSEQUENT DISTRICT BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right-hand corner.
- If you do not have a budget item open, and:
 - If you have only added one other item, click on “Budget Items” and when the item appears, click on “Add” in the upper right hand corner. If you do not click on “Add” you will overwrite the current item.
 - If you have added multiple items, you will need to click on the arrow next to “Budget Items” and then click on an item that has already been completed. This will take you back to the budget items screen.
 - **IMPORTANT NOTE: You MUST click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
- Enter the budget information
- Click “SAVE” once you have completed the budget item.
- To continue to add budget items, click on “ADD” in the upper right corner. Remember to save after each item.

After you have added ALL budget items under a funding source, return to the Budget Summary Screen and resave. **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

TITLE II, PART A GROUP (VIDEO)

This group will allow you to add your district budgets for Title II Part A and any building budgets using transferred funds.

Budget Summary

This screen will show your totals for the grant source according to function codes.

- Complete the contact information for the district’s Business Office Representative and Project Contact Person and then “SAVE” the screen. Budget amounts will populate into the budget summary.
- You will receive an error message on this screen until all funds have been budgeted.
- Once all funds have been budgeted in an area, go back to this screen and click on “SAVE.” A checkmark will appear if all funds have been budgeted appropriately.

DIRECTIONS FOR ENTERING DISTRICT BUDGETS

ENTERING YOUR INITIAL DISTRICT BUDGET ITEM UNDER A GRANT SOURCE

- Click on “Budget Item” to enter your first budget item .

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- When the budget item screen appears for Title II Part A Budget Items you will enter the following
 - Budget Item Type
 - Administrative
 - Equitable Services Program Cost
 - Program Cost
 - Transfer – Only used if funds were transferred from Title II, Part A
 - SRSA Flex – Only eligible schools will use this option
 - Sub-Budget Type – Only used if funds were transferred or SRSA Flex eligible
 - For transfers select the grant source that you are transferring the funds into
 - For SRSA Flex you must indicate the grant source you will use this budgeted item for according to the intent and purpose and allowability of the grant source
 - Private School – This will only be selected if you are entering Equitable Services
 - Focus Areas – This area will **ONLY** be used if you transferred funds from Title II, Part A to Title IV, Part A. You will need to select the focus area that aligns with the budget item. Do NOT check a focus area if this does not apply.
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300 character limit. If you are entering a description for a private school, please begin the description with the name of the school.
 - Function Code
 - Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours
 - Click **SAVE** in the top right corner
 - You can tell an item has been saved by looking under the add/edit button in the top right hand corner. “Last Saved” with the date and time will appear. If you do not see this information, save again

ENTERING SUBSEQUENT DISTRICT BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right-hand corner.
- If you do not have a budget item open, and:
 - If you have only added one other item, click on “Budget Detail” and when the item appears, click on Add in the upper right hand corner. If you do not click on Add you will overwrite the current item.
 - If you have added multiple items, you will need to click on the arrow next to “Budget Items and then click on an item that has already been completed. This will take you back to the budget items screen.

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- **IMPORTANT NOTE: You MUST click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
- Enter the budget information
- Click “SAVE” once you have completed the budget item.
- To continue to add budget items, click on “ADD” in the upper right corner. Remember to save after each item.
- After you have added ALL budget items under a funding source, return to the Budget Summary Screen and resave. **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

DIRECTIONS FOR ENTERING BUILDING BUDGETS

If you transferred funds into Title I, Part A from Title II, Part A and you have assigned those funds to a building, you will also need to enter a building budget for those funds. If you do not see a Grant Member Budget Screen under Title II, Part A, then you will need to go back up to Add/Edit Grant Members and add your Building under Title II, Part A. If you did NOT transfer funds you do not need to enter any building budgets.

Grant Member Budget(s) Screen

- Click on the arrow to the right of Grant Member Budgets.
- All grant members/buildings attributed to this funding source will appear
- If a grant member/building is missing, you will need to return to the add/edit grant members page to add the missing grant member/building.
- **Choose the grant member/building you wish to add your budget items and click the down arrow to the right of the entity name. Then click on Grant Member Budget Items.**
- After adding all of your budget items, click on the Building Name to populate the budget.
- **. Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

ENTERING YOUR INITIAL BUILDING BUDGET ITEM UNDER A GRANT SOURCE

- When entering your first building budget item you need to click on the down arrow next to the school name. Then you will click on Grant Member Budget Items.
- When the budget item screen appears, for Section 31a Title I Like Programs you will enter the following
 - Budget Item Type – This will always be Title I School Program Cost
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300 character limit.
 - Function Code

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- Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours
- Click **SAVE** in the top right corner
- You can tell an item has been saved by looking under the add/edit button in the top right hand corner. “Last Saved” with the date and time will appear. If you do not see this information, save again
- **Please Note:** You will need to begin with the initial building budget item directions each time you begin a new school budget.

ENTERING SUBSEQUENT BUILDING BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right hand corner.
- If you do not have a budget item open, you will need to:
 - Click on the arrow to the right of Grant Member Budgets
 - Click on the down arrow next to the grant member/building you wish to add a budget item
 - Click on an item that has already been completed. This will take you back to the budget items screen.
 - **IMPORTANT NOTE:** _ You MUST click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.
 - Click “SAVE” once you have completed the budget item.
 - To continue to add budget items, click on “ADD” in the upper right corner. Remember to save after each item.
 - After you have added ALL budget items under a funding source
 - Return to the Grant Member Budgets, click on the arrow to the right and then click on the building to populate the budget.
 - Then return to the Budget Summary Screen and resave.
 - **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

TITLE III, PART A ENGLISH LEARNERS ([VIDEO](#))

This group will allow you to add your district budgets for Title III Part A English Learners.

The Title III, Part A – Language Assistance for English Learners (EL) budget total must equal the "Total Availability" (current allocation plus carryover, if applicable) for your local educational agency (LEA).

As with all federal fund expenditures, Title III, Part A – Language Assistance for English Learners administrative costs must be "reasonable and necessary" and comply with the "supplement not supplant" requirement that prohibits the use of program funds for general education or other services required by law.

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Title III, Part A English Learners Program Administrative/Indirect Costs

Two percent (2%) of your LEA's allocation is the maximum allowed for administrative costs plus indirect costs that are directly related to the Title III, Part A – Language Assistance for English Learners program, regardless of your LEA's maximum Restricted [Indirect] Rate. Administrative costs include budget items in the following function codes: 226, 231, 252, and the amount budgeted for indirect costs.

For allowable function codes, See Appendix G

Budget Summary

This screen will show your totals for the grant source according to function codes.

- Complete the contact information for the district's Business Office Representative and Project Contact Person and then "SAVE" the screen. Budget amounts will populate into the budget summary.
- You will receive an error message on this screen until all funds have been budgeted.
- Once all funds have been budgeted in an area, go back to this screen and click on "SAVE." A checkmark will appear if all funds have been budgeted appropriately.

DIRECTIONS FOR ENTERING DISTRICT BUDGETS

ENTERING YOUR INITIAL DISTRICT BUDGET ITEM UNDER A GRANT SOURCE

- Click on "Budget Item" to enter your first budget item .
- When the budget item screen appears for Title III Part A Budget Items you will enter the following
 - Budget Item Type
 - Administrative
 - Equitable Services Program Cost
 - Program Cost
 - Private School – This will only be selected if you are entering Equitable Services
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300 character limit. If you are entering a description for a private school, please begin the description with the name of the school.
 - Function Code
 - Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours
 - Click **SAVE** in the top right corner
 - You can tell an item has been saved by looking under the add/edit button in the top right hand corner. "Last Saved" with the date and time will appear. If you do not see this information, save again

ENTERING SUBSEQUENT DISTRICT BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select "ADD" in the upper right-hand corner.
- If you do not have a budget item open, and:

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- If you have only added one other item, click on “Budget Detail” and when the item appears, click on Add in the upper right hand corner. If you do not click on Add you will overwrite the current item.
 - If you have added multiple items, you will need to click on the arrow next to “Budget Items and then click on an item that has already been completed. This will take you back to the budget items screen.
 - **IMPORTANT NOTE: You MUST click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
- Enter the budget information
 - Click “SAVE” once you have completed the budget item.
 - To continue to add budget items, click on “ADD” in the upper right corner. Remember to save after each item.
 - After you have added ALL budget items under a funding source, return to the Budget Summary Screen and resave. **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

TITLE III, PART A IMMIGRANT STUDENTS GROUP

This group will allow you to add your district budgets for Title II,I Part A Immigrant Students.

The Title III, Part A - Immigrant Students budget total must equal the "Total Availability" (current allocation plus carryover, if applicable) for your local educational agency (LEA).

As with all federal fund expenditures, Title III, Part A – Immigrant Students program administrative costs must be "reasonable and necessary" and comply with the "supplement not supplant" requirement that prohibits the use of program funds for general education or other services required by law.

Title III, Part A-Immigrant Students Program Administrative/Indirect

Costs

Two percent (2%) of your LEA's allocation is the maximum allowed for administrative costs plus indirect costs that are directly related to the Title III, Part A - Immigrant Students program, regardless of your LEA's maximum Restricted Indirect Rate. Administrative costs include budget items in the following function codes: 226, 231, 252, and the amount budgeted for indirect costs.

Definition of Eligible Title III, Part A - Immigrant Students

Eligible Immigrant students are children and youth who:

- A. are aged 3 through 21;
- B. were not born in any State; and
- C. who have not been attending one or more schools in one or more States for more than 3 full academic years.

For allowable function codes, See Appendix G.

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Budget Summary

This screen will show your totals for the grant source according to function codes.

- Complete the contact information for the district’s Business Office Representative and Project Contact Person and then “SAVE” the screen. Budget amounts will populate into the budget summary.
- You will receive an error message on this screen until all funds have been budgeted.
- Once all funds have been budgeted in an area, go back to this screen and click on “SAVE.” A checkmark will appear if all funds have been budgeted appropriately.

DIRECTIONS FOR ENTERING DISTRICT BUDGETS

ENTERING YOUR INITIAL DISTRICT BUDGET ITEM UNDER A GRANT SOURCE

- Click on “Budget Item” to enter your first budget item .
- When the budget item screen appears for Title III, Part A Immigrant Student Budget Items you will enter the following
 - Budget Item Type
 - Administrative
 - Equitable Services Program Cost
 - Program Cost
 - Private School – This will only be selected if you are entering Equitable Services
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300 character limit. If you are entering a description for a private school, please begin the description with the name of the school.
 - Function Code
 - Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours
 - Click **SAVE** in the top right corner
 - You can tell an item has been saved by looking under the add/edit button in the top right hand corner. “Last Saved” with the date and time will appear. If you do not see this information, save again

ENTERING SUBSEQUENT DISTRICT BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right-hand corner.
- If you do not have a budget item open, and:
 - If you have only added one other item, click on “Budget Detail” and when the item appears, click on Add in the upper right hand corner. If you do not click on Add you will overwrite the current item.
 - If you have added multiple items, you will need to click on the arrow next to “Budget Items and then click on an item that has already been completed. This will take you back to the budget items screen.

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- **IMPORTANT NOTE: You MUST click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
- Enter the budget information
- Click “**SAVE**” once you have completed the budget item.
- To continue to add budget items, click on “**ADD**” in the upper right corner. Remember to save after each item.
- After you have added ALL budget items under a funding source, return to the Budget Summary Screen and resave. **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

TITLE IV, PART A GROUP (VIDEO)

This group will allow you to add your district budgets for Title IV Part A and any building budgets using transferred funds. For information regarding allowable uses for Title IV Part A, See Appendix C.

Please Note: LEA’s receiving \$30,000 or more, including transfers and carryover, must follow the requirements below:

- Allocate at least 20% of funds for activities to support well-rounded educational opportunities;
- Allocate at least 20 percent of funds for activities to support safe and healthy students; and
- Allocate a portion of funds for activities to support effective use of technology. Reminder that only 15% of the technology percentage may be used specifically on technology infrastructure.

Budget Summary

This screen will show your totals for the grant source according to function codes.

- Complete the contact information for the district’s Business Office Representative and Project Contact Person and then “**SAVE**” the screen. Budget amounts will populate into the budget summary.
- You will receive an error message on this screen until all funds have been budgeted.
- Once all funds have been budgeted in an area, go back to this screen and click on “**SAVE**.” A checkmark will appear if all funds have been budgeted appropriately.

DIRECTIONS FOR ENTERING DISTRICT BUDGETS

ENTERING YOUR INITIAL DISTRICT BUDGET ITEM UNDER A GRANT SOURCE

- Click on “Budget Item” to enter your first budget item .
- When the budget item screen appears for TitleIV, Part A Budget Items you will enter the following
 - Budget Item Type

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- Administrative
- Equitable Services Program Cost
- Program Cost
- Transfer – Only used if funds were transferred from Title IV, Part A
- SRSA Flex – Only eligible schools will use this option
- Sub-Budget Type – Only used if funds were transferred or SRSA Flex eligible
- Private School – This will only be selected if you are entering Equitable Services
- Focus Area – Select the focus area below that aligns with the budget item
 - Well Rounded
 - Safe and Healthy
 - Effective Use of Technology
 - Technology Infrastructure
- For detailed information on Title IV Part A allowable uses, see Appendix C.
- Description
 - Begin the description using the following codes as appropriate: **WR** – Well Rounded; **SH** – Safe & Healthy; **Tech** – Effective Use of Technology; **TI** – Technology Infrastructure
 - Enter your description. Please be as detailed, yet concise as possible. There is a 300 character limit.
 - If you are entering a description for a private school, please begin the description with the name of the school.
- Function Code
- Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours
- Click **SAVE** in the top right corner
- You can tell an item has been saved by looking under the add/edit button in the top right hand corner. “Last Saved” with the date and time will appear. If you do not see this information, save again

ENTERING SUBSEQUENT DISTRICT BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right-hand corner.
- If you do not have a budget item open, and:
 - If you have only added one other item, click on “Budget Detail” and when the item appears, click on Add in the upper right hand corner. If you do not click on Add you will overwrite the current item.
 - If you have added multiple items, you will need to click on the arrow next to “Budget Items and then click on an item that has already been completed. This will take you back to the budget items screen.

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- **IMPORTANT NOTE: _ You MUST click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
- Enter the budget information
- Click “SAVE” once you have completed the budget item.
- To continue to add budget items, click on “ADD” in the upper right corner. Remember to save after each item.
- After you have added ALL budget items under a funding source, return to the Budget Summary Screen and resave. **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

DIRECTIONS FOR ENTERING BUILDING BUDGETS

If you transferred funds into Title I, Part A from Title IV, Part A and you have assigned those funds to a building, you will also need to enter a building budget for those funds. If you do not see a Grant Member Budget Screen under Title IV, Part A, then you will need to go back up to Add/Edit Grant Members and add your Building under Title IV, Part A. If you did NOT transfer funds you do not need to enter any building budgets.

Grant Member Budget(s) Screen

- Click on the arrow to the right of Grant Member Budgets.
- All grant members/buildings attributed to this funding source will appear
- If a grant member/building is missing, you will need to return to the add/edit grant members page to add the missing grant member/building.
- **Choose the grant member/building you wish to add your budget items and click the down arrow to the right of the entity name. Then click on Grant Member Budget Items.**
- After adding all of your budget items, click on the Building Name to populate the budget.
- **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

ENTERING YOUR INITIAL BUILDING BUDGET ITEM UNDER A GRANT SOURCE

- When entering your first building budget item you need to click on the down arrow next to the school name. Then you will click on Grant Member Budget Items.
- When the budget item screen appears, for Section 31a Title I Like Programs you will enter the following
 - Budget Item Type – This will always be Title I School Program Cost
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300 character limit.
 - Function Code
 - Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours

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- Click **SAVE** in the top right corner
- You can tell an item has been saved by looking under the add/edit button in the top right hand corner. “Last Saved” with the date and time will appear. If you do not see this information, save again
- **Please Note:** You will need to begin with the initial building budget item directions each time you begin a new school budget.

ENTERING SUBSEQUENT BUILDING BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right hand corner.
- If you do not have a budget item open, you will need to:
 - Click on the arrow to the right of Grant Member Budgets
 - Click on the down arrow next to the grant member/building you wish to add a budget item
 - Click on an item that has already been completed. This will take you back to the budget items screen.
 - **IMPORTANT NOTE: _ You MUST click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
 - Click “**SAVE**” once you have completed the budget item.
 - To continue to add budget items, click on “**ADD**” in the upper right corner. Remember to save after each item.
 - After you have added ALL budget items under a funding source
 - Return to the Grant Member Budgets, click on the arrow to the right and then click on the building to populate the budget.
 - Then return to the Budget Summary Screen and resave.
 - **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

TITLE V, PART B GROUP ([VIDEO](#))

This group will allow you to add your district budgets for Title V, Part B.

Budget Summary

This screen will show your totals for the grant source according to function codes.

- Complete the contact information for the district’s Business Office Representative and Project Contact Person and then “SAVE” the screen. Budget amounts will populate into the budget summary.
- You will receive an error message on this screen until all funds have been budgeted.
- Once all funds have been budgeted in an area, go back to this screen and click on “SAVE.” A checkmark will appear if all funds have been budgeted appropriately.

Grant Member Budget(s) Screen

- Click on the arrow to the right of Grant Member Budgets.

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- All grant members/buildings attributed to this funding source will appear
- If a grant member/building is missing, you will need to return to the add/edit grant members page to add the missing grant member/building.
- Choose the grant member/building you wish to add your budget items and click the down arrow to the right of the entity name.

DIRECTIONS FOR ENTERING DISTRICT BUDGETS

ENTERING YOUR INITIAL DISTRICT BUDGET ITEM UNDER A GRANT SOURCE

- Click on “Budget Item” to enter your first budget item .
- When the budget item screen appears for Title II Part A Budget Items you will enter the following
 - Budget Item Type
 - Administrative
 - Program Cost
 - Description – Enter your description. Please be as detailed, yet concise as possible. There is a 300-character limit.
 - Function Code
 - Dollar Amount – Remember if you are budgeting for personnel you must always include FTE or Hours
 - Click **SAVE** in the top right corner.
 - You can tell an item has been saved by looking under the add/edit button in the top right-hand corner. “Last Saved” with the date and time will appear. If you do not see this information, save again.

ENTERING SUBSEQUENT DISTRICT BUDGET ITEMS UNDER A GRANT SOURCE

- If you still have a budget item open on your screen you can select “ADD” in the upper right-hand corner.
- If you do not have a budget item open, and:
 - If you have only added one other item, click on “Budget Items” and when the item appears, click on Add in the upper right-hand corner. If you do not click on Add you will overwrite the current item.
 - If you have added multiple items, you will need to click on the arrow next to “Budget Items and then click on an item that has already been completed. This will take you back to the budget items screen.
 - **IMPORTANT NOTE: _ You MUST click “ADD” in the upper right corner to add a new item. If you begin typing over the item currently on the screen you will overwrite the item and will have to reenter it.**
- Enter the budget information
- Click “**SAVE**” once you have completed the budget item.
- To continue to add budget items, click on “**ADD**” in the upper right corner. Remember to save after each item.

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- After you have added ALL budget items under a funding source, return to the Budget Summary Screen and resave. **Please Note: This process must be repeated everytime a change is made to an existing budget item or a new budget item is added.**

STATE OF MICHIGAN ATTACHMENTS GROUP

This attachment screen is available for MDE use only.

APPLICATION SUBMISSION (VIDEO)

Prior to submission, LEAs should conduct an error check. Go to the Tools Menu and select “Document Validation.” This screen will give details on any errors or corrections that need to be addressed.

To submit the completed application, choose “Submit Application” under the Status Options Menu.

MODIFICATIONS REQUIRED

After an application has been reviewed it may be returned to the district for modifications.

- Under the Status Options Menu, select “Modify Application.”
- Requested Modifications for specific screens in the application will be listed, with notes, on the “Document Overview” page. The LEA will click on the identified screen name under the Location column.
- After all requested modifications from the Document Overview page have been completed, the LEA will need to review the Flagged Budget Items Screen under each funding source.

Flagged Budget Items

The “Flagged Budget Items” items screen will identify if a district item is approved, modifications are required or if the item is unallowable.

- To make modifications to an item, review the comment and click on the item under the function code column.
- Once the item appears, make any requested modifications and then click “Save.”

Grant Member Flagged Budget Items

The “Grant Member Flagged Budget Items” screen will identify if a building item is approved, modifications are required or if the item is unallowable.

- To make modifications click the right arrow next to grant member flagged budget items and then click on each school to check for modifications.
- Once you click on a school, the flagged budget items will appear.
- Review the comment and then click on the item under the function code column.
- Once the item appears, make any requested modification and then click “Save.”
- Return to the “Grant Member Flagged Budget Items” screen and click on the right arrow to bring up the list of schools and click on the next screen.
- Continue this process until you have reviewed all Flagged Items for each School.

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APPENDIX A- EQUITABLE ACCESS

Information requested on this screen applies to ALL grant sources included in the Consolidated Application.

Section 427 of the General Education Provisions Act (GEPA) allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, applicants should determine how these, or other barriers may prevent students, teachers, parents, and other beneficiaries from accessing or participating in the Federally funded programs.

How to complete this Screen:

A GEPA statement should consist of a specific explanation of:

1. your school district's proposed use(s) grant funds
2. identification of a specific barrier or barriers to equitable participation
3. how your school district will use grant funds in a way that addresses the identified barrier to access and participation in the funded programs

A generic, "catch-all" statement about non-discrimination is not sufficient.

The narrative in the three sections of the Description of Equitable Access screen refers to ALL grant sources in the Consolidated Application. Therefore, a set of properly worded descriptions for each category of stakeholders might read as indicated below; however, **DO NOT** copy these. They are examples only.

Equitable access for Students

Barriers must be identified that could hinder equitable access of students to Federally funded programs and activities.

Common types of barriers for Students

Gender: Identity, stereotyping, bullying, clothing and dress, hair, and policies and procedures

Race/color and national origin: Discrimination, low expectations, stereotyping

Disability: Low expectations, lack of understanding

Age: Assumptions about ability, over-aged

The following two examples (a and b) show how a district might complete this box to address barriers to student participation; however, each district must describe its specific situation and criteria.

- a) Our district will use grant funds to purchase robots as part of the computer science coding program. In addition, because a significant portion of our students are from families where Spanish is the primary language spoken at home, we will provide user coding instructions for the robots both in Spanish and in English.
- b) Our district will use grant funds to strengthen its district-wide STEM initiative. Since STEM-related classes tend to disproportionately attract boys, we are implementing outreach strategies to encourage more girls to participate in our STEM initiative.

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Equitable Access for Staff

Barriers must be identified that could hinder equitable access of staff to Federally funded programs and activities.

Common Types of Barriers for Staff

Gender – Stereotyping, job assignments, advanced opportunities

Race, color, and national origin - Lack of diversity, advanced opportunities

Disability – Location of meetings, assignments, handicapped accessibility

Age – Policies and procedures, discrimination, hiring, firing, forced resignations, stereotyping of abilities.

The following two examples (a and b) show how a district might complete this box to address barriers to staff participation; however, each district must describe its specific situation and criteria.

- a) Our district will use grant funds to send staff to training in order to improve K-3 Early Literacy. Because some staff have disabilities that impede their ability to drive, we will provide transportation as needed to enable all staff the ability to get to off-site professional development opportunities at times beyond the school day.
- b) Our district will use grant funds to hire a guidance counselor to provide added support for our low-income families/special needs/ESL population. Because cultural proficiency is a key to being able to perform the duties of this job, we will ensure that proper training is available to the counselor to ensure that any eligible applicants will be equipped with the skills needed to perform the duties regardless of gender, race, national origin, disability, socioeconomic status, or age.

Equitable Access for Parents and Families

Barriers must be identified that could hinder equitable access of parents and families to Federally funded programs and activities.

Common Types of Barriers for Parents and Families

Gender – Lack of communication with fathers, non-custodial parents and extended families, and policies and procedures

Race, color, and national origin – Discrimination, language barriers, communication

Disability – Lack of transportation, handicapped accessibility

Age – Discrimination towards young and older parents and grandparents, accessibility

The following two examples (a and b) show how a district might complete this box to address barriers to parent participation; however, each district must describe its specific situation and criteria.

- a) Our district will use grant funds to do a variety of parental outreach activities. Because some of our families speak a language other than English as their primary language, we will offer translators at the outreach activities to ensure parents can participate.
- b) Our district will use grant funds to host a parent night activity. In addition, because a significant portion of our students is at or below the poverty level, we will provide funds for teacher training that will assist staff in understanding poverty and how to engage

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effectively with parents from different socioeconomic backgrounds during and after this activity.

The preceding examples are intended to distinguish Assurances from Descriptions of Equitable Access. They should not be viewed as the only way to word the respective three categories addressing students, staff, and parents/families. Each description should reflect the local circumstances and specify how equitable access will be ensured in both programs and services for stakeholder groups included in the budget detail of the Consolidated Application.

Adherence to these guidelines will make it less likely the reviewing Regional Education Consultant will have to return the Consolidated Application for Modifications in this Section.

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APPENDIX B- LANGUAGE ASSISTANCE PLAN

General Fund LAP

All students that are designated as English Learner (EL) have the right to supports provided by the LAP. This program is a requirement of all districts. Title III supplemental funds are accessible to districts only after they have met this **general fund requirement**.

- *Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students." **OCR May 25, 1970 Memorandum.***
- *In 1974, the Supreme Court upheld this requirement to take affirmative steps in the [Lau v. Nichols decision, 414 U.S. 653 \(1974\)](#). The May 25th Memorandum, as affirmed by Lau, continues to provide the legal standard for the Education Department's Title VI policy concerning discrimination on the basis of national origin. This decision states that the lack of supplemental language instruction in public school for students with Limited English Proficiency (LEP) violated the Civil Rights Act of 1964.*

The LAP focuses on two main components of support for EL students. These supports become part of the Tier I instruction for all ELs. These two components are:

- Meaningful Access to the Core Curriculum
 - These are the supports that are put in place to support ELs to access the core instruction in the classroom. Some examples of these supports might include push in support from an EL teacher or paraprofessional, modified classes (sheltered) for ELs, language instructional supports (vocabulary pre-teaching, alternate texts, etc.), or extra tutoring.
- Direct English Language Development Instruction
 - This instruction is intentionally designed to develop English language. This support is provided by a **certified and endorsed EL teacher**. This direct instruction must happen with sufficient frequency and intensity as to ensure that students achieve proficiency in English.

All Local Educational Agencies (LEAs) receiving **any** supplemental State or Federal funds are required to **demonstrate how they are using general funds to support ELs** by completing the "LAP Provided to English Learners" template located on the OES website under Programs, Title III - English Learner & Immigrant Education Programs. The Template will be completed in the Consolidated Application in MEGS+. LEAs that do not have ELs enrolled during the submission of the Consolidated Application will have a plan in place for new EL enrollees and must also submit the "LAP Provided to English Learners" Template articulating that in MEGS+.

Title III – Supplemental Funds

LEAs may only use Title III funds to [supplement the existing supports for ELs](#) (see pg.6). For Title III to be considered supplemental, Title III funds must be used to supplement **the level of Federal,**

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State and local funds that, in the absence of Title III funds, would have been expended for programs for ELs and Immigrant children and youth (**ESSA Sec.3115(g)**). One such program is the Office of Civil Rights' requirement of districts to provide LAP to ELs (**Title VI of Civil Rights Act, 1964; Lau vs. Nichols, 1974 - see above**).

Federal funds must be used to supplement **the level of Federal, State and local funds** that, in the absence of Title funds, would have been expended for programs for ELs (**i.e. LAP**). To determine if a cost is supplemental, use these guiding questions to make supplement, not supplant determinations:

1. Does the LEA use Federal funds to provide services that the LEA was required to make available under other laws (as in the LAP)? or
2. Does the LEA use Federal funds to provide services that the LEA provided with non-Federal funds in the prior year (**ESSA Sec. 3115(g)**)?

Adequate Services:

Teachers of ELs must have the qualifications and preparation necessary to deliver evidence-based instruction that would help ELs develop proficiency in English while meeting State academic content and student academic achievement standards. This includes a Michigan-issued teaching license as well as an English as a Second Language (ESL) or Bilingual endorsement.

LEAs are expected to employ the teachers necessary to implement their chosen EL and Immigrant Program of Services properly within a reasonable period of time. They must maintain documentation of proper certification/license (endorsements) for instructional staff of ELs (**Title VI of the Civil Rights Act of 1964 - OCR Guidelines and ESEA Sec. 3115**).

Note: LEAs may not relegate ELs to second-class status by indefinitely allowing teachers without formal qualifications to teach them while requiring teachers of non-EL students to meet formal qualifications (**34 C.F.R. §100.3(b)(ii)**).

- (ii) Provide any service, financial aid, or other benefit to an individual which is different, or is provided in a different manner, from that provided to others under the program;
- R390.1105(1) (1) A person employed as a teacher in grades K to 12 with instructional responsibilities shall hold a certificate, permit, or occupational authorization valid for the positions to which the teacher is assigned.

Meaning, ELs should not be receiving instruction from aides (paraprofessionals) rather than teachers.

For questions, contact your OES Regional Education Consultant; or email Kelly Alvarez, MDE EL Consultant at AlvarezK@michigan.gov, or Michelle Williams, Manager, OES Special Populations Unit at WilliamsM48@michigan.gov.

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APPENDIX C: ADDITIONAL GUIDANCE FOR TITLE IV, PART A

Below is the Title IV, Part A Focus Areas with examples of allowable uses. **Please Note:** LEA's receiving \$30,000 or more, including transfers and carryover, must follow the requirements below:

- Allocate at least 20% of funds for activities to support well-rounded educational opportunities
- Allocate at least 20 percent of funds for activities to support safe and healthy students; and
- Allocate a portion of funds for activities to support effective use of technology. Reminder that only 15% of the technology percentage may be used specifically on technology infrastructure :
- **Title IV, Part A – Well-Rounded Educational Opportunities (or Transfer to)**
 - Access to foreign language
 - Access to arts and music education
 - Access to physical education & health education
 - College and career counseling
 - Increased student engagement in STEM
 - Increased access to accelerated learning opportunities
 - Increased instruction in social studies and environmental education.
 - Other – please describe
- **Title IV, Part A – Safe and Healthy Students (or Transfer to)**
 - Community involvement
 - Parent engagement
 - School-based mental health & counseling services
 - Promote supportive school climates
 - Establish and/or improve dropout prevention
 - Re-entry programs for adjudicated youth
 - Programs for healthy, active lifestyles
 - Programs to prevent bullying and harassment
 - Comprehensive health education
 - Supports student safety and violence prevention
 - Other – please describe
- **Title IV, Part A – Technology – Effective Use/Professional Learning (or Transfer to)**
 - Professional learning to personalize learning
 - Discover/adapt/share high-quality openly licensed resources
 - Initiate/refine innovative & blended learning
 - Provide high-quality digital learning for rural/underserved students
 - Specialized/rigorous courses & curricula using technology
 - Professional learning for STEM
 - Professional learning for integration (STEM focus)
 - Professional learning to build capacity with providing accessibility
 - Other – please describe

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- **Title IV, Part A – Technology – Infrastructure (or Transfer to)**
 - Computers/devices
 - Networking equipment Instructional equipment
 - Software applications
 - Platforms Proprietary digital instructional materials/resources
 - Other – infrastructure – please describe

All LEAs have a cap of 2% of the available funds to be used on administrative costs. The 2% cap applies to the sum of any line items identified as "Administrative Costs" as well as any amount budgeted for indirect.

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APPENDIX D: ALLOWABLE FUNCTION CODES FOR TITLE I, PART C

Function Codes	Allowable Function Codes for Title I, Part C - MEP Budget Detail
215	Compensatory Education: Costs for supplementary instructional services provided to eligible migratory children and youth (approximately >55% of budget). (Included in min 60% direct services requirement)
211	Recruitment Services: Costs for activities to recruit and improve the attendance of eligible migratory children and youth.
212	Guidance Services: Costs for counseling services provided to eligible migratory children and youth. (Included in min 60% direct services requirement.)
213	Health Services: Costs for health services provided to eligible migratory children and youth. (Included in min 60% direct services requirement.)
214	Psychological Services: Costs for psychological services provided to migratory children and youth above and beyond what is provided by the LEAs or IEPs. (Included in min 60% direct services requirement.)
216	Social Work Services: Costs for school social work services provided to eligible migratory children and youth.
219	Other Pupil Support Services: Costs for non-instructional student interns or other non-instructional support staff. (summer programs only)
221	Improvement of Instruction: Costs for supplementary professional development for instructional staff designed to benefit-eligible migratory children and youth.
222	Educational Media Services: Costs for acquiring and planning the use of educational media for instruction of eligible migratory students.
225	Computer Assisted Instruction: Costs for MEP instructional activities when a computer is the principal medium of instruction in a computer lab (e.g., hardware, software, computer labs, workstations). (Included in min 60% direct services requirement.)
226	Supervision and Direction of Instructional Staff: Costs necessary to direct and manage MEP instructional activities including costs related to that administration (e.g., MEP director and support staff, mileage, office supplies). (Included in the 15%admin/indirect cap.)
227	Academic Student Assessment: Diagnostic testing of eligible migratory children and youth testing necessary to evaluate MEP instructional activities (may be used for Priority For Service determinations). (Included in min 60% direct services requirement.)
231	Board of Education (External Audits): Costs for external audits of MEP. (Included in the 15%admin/indirect cap.)
252	Fiscal Services: Costs necessary for MEP budgeting, accounting and purchasing. (Included in the 15%admin/indirect cap.)

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Function Codes	Allowable Function Codes for Title I, Part C - MEP Budget Detail
261	Operating Buildings Services: Costs for maintaining building space and equipment necessary for MEP operation. Costs for supplemental Personal Protection Equipment (PPE) for eligible migratory children, youth, and program activities. (summer programs only)
271	Pupil Transportation Services: Costs for pupil transportation necessary for MEP operation.
281	Planning, Research, Development, and Evaluation: Costs for MEP evaluation.
282	Communication Services: Costs for preparing MEP information to disseminate to pupils, staff, parents, or the public.
283	Staff/Personnel Services: Costs for supplementary professional development for non-instructional staff designed to benefit-eligible migratory children and youth.
284	Non-Instructional Technology Services: Costs for preparing, storing, and retrieving MEP data.
297	Food Services: Costs for providing food to eligible migratory children and youth. (summer programs only)
331	Community Activities: Costs for parental engagement, outreach and advisory activities; MEP home school liaison (minimum 1% of budget)
361	Welfare Activities: Costs to provide for the personal needs of migratory children and youth when all other resources have been exhausted. (Included in min 60% direct services requirement.)

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APPENDIX E: ALLOWABLE FUNCTION CODES FOR TITLE I, PART D

Function Codes	Allowable Function Codes for Title I, Part D
125	Compensatory Education: Costs for supplementary instructional services provided to Title I, Part D eligible students.
127	Career and Technical Education: Costs for supplementary career and technical education services and materials provided to Title I, Part D eligible students. Instructional activities which provide laboratory, simulations or instruction offered at the secondary level, based upon individually designed learning experiences in a vocational subject preparing the pupil for competencies required in a recognized occupation coded in accordance with recognized and approved Classification of Instructional Programs (CIP) codes. See the identifications found in the State Code for approved CIP codes.
212	Guidance Services: Costs for counseling services provided to Title I, Part D eligible students above and beyond what is provided by the courts, LEAs or IEPs.
213	Health Services: Costs for health services provided to Title I, Part D eligible students above and beyond what is provided by the courts, LEAs or IEPs.
214	Psychological Services: Costs for psychological services provided to Title I, Part D eligible students above and beyond what is provided by the courts, LEAs or IEPs.
216	Social Work Services: Costs for school social work services provided to Title I, Part D eligible students above and beyond what is provided by the courts, LEAs or IEPs (e.g., Transition Services).
219	Other Pupil Support Services: Costs for supplementary Title I, Part D activities involving monitoring activities.
221	Improvement of Instruction: Costs for supplementary professional development for instructional staff designed to benefit Title I, Part D eligible students.
222	Educational Media Services: Costs for acquiring and planning the use of educational media for the instruction of eligible Title I, Part D eligible students.
224	Educational Television: Costs for acquiring, planning, and presenting educational programs by way of television for the instruction of eligible Title I, Part D eligible students.
225	Computer-Assisted Instruction: Costs for Title I, Part D instructional activities when a computer is the principal medium of instruction used in a computer lab (e.g., hardware, software, computer labs, secure workstations).
226	Supervision and Direction of Instructional Staff: Costs necessary to direct and manage the Title I, Part D program (e.g., Title I, Part D director and support staff). See NOTE regarding 10% restriction on Administrative/Indirect Costs.
227	Academic Student Assessment: Diagnostic testing of students in a Title I, Part D funded program and testing necessary to evaluate the Title I, Part D program.
231	Board of Education (External Audits): Costs for external audits of Title I Part D programs. See NOTE regarding 10% restriction on Administrative/Indirect Costs.

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Function Codes	Allowable Function Codes for Title I, Part D
252	Fiscal Services: Costs necessary for Title I, Part D budgeting, Title I, Part D accounting, and Title I, Part D purchasing. See NOTE regarding 10% restriction on Administrative/Indirect Costs.
261	Operating Buildings Services: Costs for maintaining building space and equipment necessary for Title I, Part D program operation (e.g., computers, secure workstations) and Personal Protection Equipment (PPE).
271	Pupil Transportation Services: Costs for pupil transportation necessary for Title I, Part D program operation.
281	Planning, Research, Development, and Evaluation: Costs for Title I, Part D program evaluation.
282	Communication Services: Costs for preparing Title I, Part D educational information to disseminate to pupils, staff, or the public (e.g., supplies, postage, and preparation for parent communications).
283	Staff/Personnel Services: Costs for supplementary professional development for non-instructional staff (e.g., administration and facility staff) designed to benefit Title I, Part D eligible students.
284	Information Management Services: Costs for preparing, storing, and retrieving Title I, Part D data.
297	Food Services: Costs for supplementary Title I, Part D activities concerned with providing food to pupils and staff in a school or school system. This service includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities and the delivery of food.
331	Community Activities: Costs for Title I, Part D parental involvement activities.
361	Welfare Activities: Costs to provide for the personal needs of needy Title I, Part D eligible students.
411	Payments to Other Public Schools Within the State of Michigan: Costs of Title I, Part D flow through districtutions only. <i>All other payments for services, supplies, and materials should be reported in the appropriate function and object code 82xx.</i>
441	For Title I, Part D, Subpart 1 Only Payments to Other Governmental Entities: Costs of Title I, Part D sub-grants to other governmental entities (e.g., Department of Corrections Juvenile Justice System, Department of Health & Human Services).

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APPENDIX F: ALLOWABLE FUNCTION CODES FOR TITLE III, PART A EL

Function Codes	Allowable Function Codes - Title III, Part A – Language Assistance for English Learners Budget Detail
125	<p>Compensatory Education: Costs for supplementary instructional services provided to eligible Title III, Part A English Learners (EL) students.</p> <ul style="list-style-type: none"> • EL/Immigrant supplemental instructional assistance in the form of resource teachers who provide individualized support to struggling EL students • Paraprofessional/teacher aides to supplement Office of Civil Rights (OCR) requirements and what the LEA provides for all schools • Supplemental educational supplies, outside of those provided by general funds • Reasonable and necessary supplies and snacks for before and after school programs for eligible EL students, including extended day/year programs. • Supplemental technology and individual software subscriptions for English Language development programs (not in the computer lab)
221	<p>Improvement of Instruction: Costs for supplementary professional development for instructional staff designed to benefit-eligible Title III, Part A EL students. Example:</p> <ul style="list-style-type: none"> • Instructional bilingual/ESL coaches to train teachers working with EL students in research-based second language acquisition strategies, assessments, and practices • Cost for conference registration, workshops, and in-service • Travel expenses and mileage • Training materials • Substitute cost for bilingual/ESL staff attending professional development that is focused on second language theory and practice • Stipends to individuals for completing and obtaining bilingual/ESL endorsements
222	<p>Educational Media Services: Costs for acquiring and planning the use of educational media for the instruction of eligible Title III, Part A EL students.</p>
224	<p>Educational Television: Costs for acquiring, planning and presenting educational programs by way of television for the instruction of eligible Title III, Part A EL students.</p>

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Function Codes	Allowable Function Codes - Title III, Part A – Language Assistance for English Learners Budget Detail
225	<p>Computer Assisted Instruction: Costs for Title III, Part A EL instructional activities when a computer is the principal medium of instruction used in a computer lab (e.g., hardware, software, computer labs, secure workstations) Example:</p> <ul style="list-style-type: none"> • Any supplemental media tools or resources, including scientifically researched based instructional DVDs, CDs, hardware, software, used in computer labs) <p>(Note: LEAs must ensure that any technology purchases paid for using Title III, Part A funds be used only for EL students. In the event that technology purchases are used by other students, then it may be appropriate to utilize other funding sources, along with Title III, Part A funds, for this purpose.)</p>
226	<p>Supervision and Direction of Instructional Staff: Costs necessary to direct and manage the Title III, Part A EL program. (administrative and indirect costs cannot exceed a total of 2% cap)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Title III, Part A EL Director • Clerical support staff • Technician to enter Title III, Part A related data and program information
227	<p>Academic Student Assessment: Supplemental diagnostic assessment of eligible Title III EL students and other assessments necessary to evaluate the Title III, Part A EL program. Such tests must be over and above the state WIDA (for identification and placement and progress) and content assessments.</p>
231	<p>Board of Education: Costs for external audits of the Title III, Part A EL program. (administrative and indirect costs cannot exceed a total 2% cap).</p>
252	<p>Fiscal Services: Costs necessary for Title III, Part A EL program budgeting, accounting and purchasing. (administrative and indirect costs cannot exceed a total 2% cap).</p>
261	<p>Operating Building Services: Costs for supplemental Personal Protection Equipment (PPE) for eligible Title III, Part A EL students and programs.</p>
271	<p>Pupil Transportation Services: Cost for pupil transportation necessary for Title III, Part A EL program operation.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Supplement extended day/year educational program • Expenditures for supplemental educational field trips that are aligned to program goals, objectives and strategies
281	<p>Planning, Research, Development, and Evaluation: Costs for Title III, EL program evaluation.</p>
282	<p>Communication Services: Costs for preparing Title III, EL educational information to disseminate to pupils, staff, or the public (e.g., supplies, postage and preparation for parent communications).</p>

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Function Codes	Allowable Function Codes - Title III, Part A – Language Assistance for English Learners Budget Detail
283	Staff/Personnel Services: Costs for supplementary professional development for non-instructional staff designed to benefit-eligible Title III eligible EL students.
284	Information Management Services: Costs for preparing, storing, and retrieving supplemental Title III EL education data.
331	<p>Community Activities: Costs for Title III, Part A EL parent engagement activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Parent Advisory Committee (PAC) meeting refreshments, incentives, handouts, instructional materials, brochures • Family literacy services and materials • Parent outreach activities such as supplemental bilingual/ESL parent engagement educator or a bilingual liaison • Parent training activities • Postage cost for mailing Title III required notices • Translation of written notices specific to Title III, Part A (such as notification of a child's identification as EL and placement in a language instruction educational program) • Contract with the translation company to provide Title III, Part A required notices • Interpreters for parent meetings specific to Title III, Part A
371	<p>Non-Public School Pupils: Costs of providing services to eligible Title III, Part A EL students attending private schools, along with their teachers and other educational personnel, such as professional development, parent engagement activities, or identification of EL students, if requested by private school officials. Note that all services for EL students, their teachers, and other educational personnel in private schools must be agreed upon through timely and meaningful consultation.</p>

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APPENDIX G: ALLOWABLE FUNCTION CODES FOR TITLE III, PART A IMMIGRANT

Function Codes	Allowable Function Codes for Title III, Part A – Language Instruction for Immigrant Students
125	Compensatory Education: Costs for supplementary instructional services provided to eligible Title III eligible immigrant students.
211	Truancy/Absenteeism Services: Costs for activities to improve the attendance of eligible Title III eligible immigrant students.
212	Guidance Services: Costs for counseling services provided to eligible Title III Immigrant students.
213	Health Services: Costs for health services provided to eligible Title III Immigrant students.
214	Psychological Services: Costs for psychological services provided to eligible Title III Immigrant students above and beyond what is provided by the LEAs or IEPs.
216	Social Work Services: Costs for school social work services provided to eligible Title III Immigrant students.
221	Improvement of Instruction: Costs for supplementary professional development for instructional staff designed to benefit-eligible Title III eligible immigrant students.
222	Educational Media Services: Costs for acquiring and planning the use of educational media for the instruction of eligible Title III eligible immigrant students.
224	Educational Television: Costs for acquiring, planning, and presenting educational programs by way of television for the instruction of eligible Title III eligible immigrant students.
225	Computer-Assisted Instruction: Costs for Title III, Immigrant instructional activities when a computer is the principal medium of instruction used in a computer lab (e.g., hardware, software, computer labs, secure workstations).
226	Supervision and Direction of Instructional Staff: Costs necessary to direct and manage the Title III Immigrant program. (administrative and indirect costs cannot exceed a total 2% cap)
227	Academic Student Assessment: Diagnostic testing of eligible Title III eligible immigrant students and testing necessary to evaluate the Title III Immigrant program.
231	Board of Education: Costs for external audits of the Title III Immigrant program. (administrative and indirect costs cannot exceed a total 2% cap).
252	Fiscal Services: Costs necessary for Title III Immigrant budgeting, accounting, and purchasing. (administrative and indirect costs cannot exceed a total 2% cap)
271	Pupil Transportation Services: Costs for pupil transportation necessary for Title III Immigrant program operation.
281	Planning, Research, Development, and Evaluation: Costs for Title III, Immigrant program evaluation.

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Function Codes	Allowable Function Codes for Title III, Part A – Language Instruction for Immigrant Students
282	Communication Services: Costs for preparing Title III, Immigrant educational information to disseminate to pupils, staff, or the public (e.g., supplies, postage, and preparation for parent communications).
283	Staff/Personnel Services: Costs for supplementary professional development for non-instructional staff designed to benefit-eligible Title III eligible immigrant students.
284	Information Management Services: Costs for preparing, storing, and retrieving Title III Immigrant education data.
331	Community Activities: Costs for Title III Immigrant parent engagement activities.
361	Welfare Activities: Costs to provide for the personal needs of needy Title III Immigrant eligible students.
371	Non-Public School Pupils: Costs of providing Title III Immigrant services to pupils attending private schools and professional development for private school staff.