south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Grants Management System

User's Guide for Planning Sections

Updated Spring 2021

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Introduction

The planning sections of the Grants Management System (GMS) contain narrative required for approval to receive federal ESEA funding, as well as school level planning sections. They are one part of the overall application for federal funds in the GMS. Since federal monies are awarded to the district, every district accepting these funds must complete the information in the Comprehensive District Academic Improvement Plan section.

This information must be answered from a District perspective, for all schools in the district regardless of the type of Title I program being operated at any of the schools. Every district will complete a thirteen question LEA plan that discusses many aspects of the district, not just the Title I school(s). Every district will discuss the coordination with the local or regional Head Start (HS) Program, which should occur even if there are no students currently participating in HS programming. The coordination establishes the procedures for what would occur if there were students.

The school level sections are for schools operating either Targeted Assistance or Schoolwide programs.

For more information please call the Title program representative assigned to the district.

Logging in to the GMS

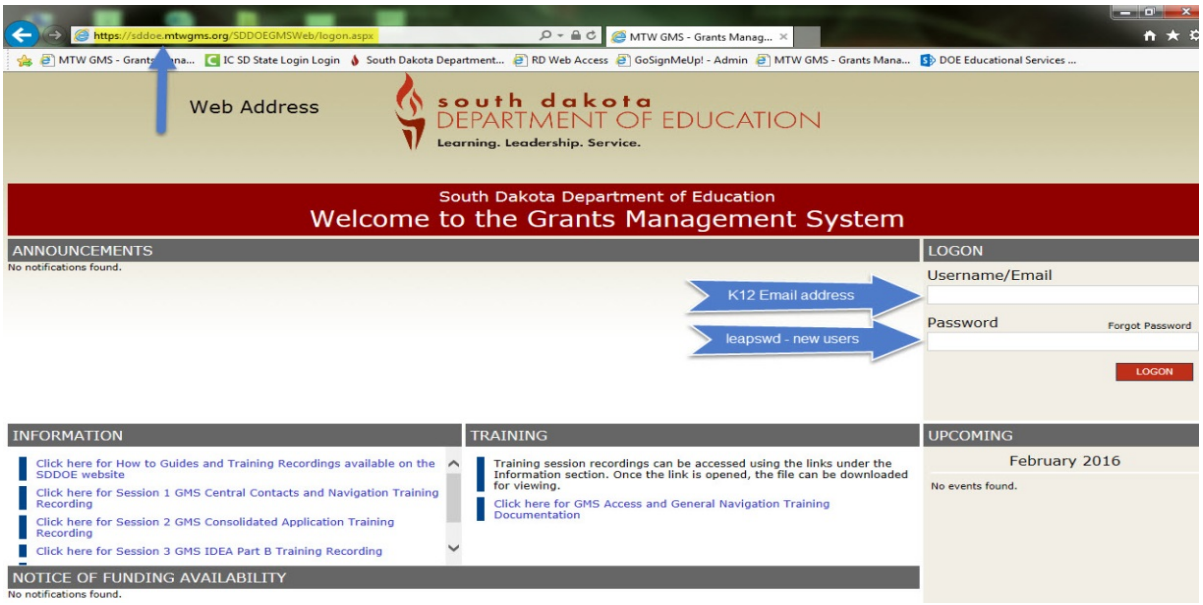
Step 1: Access the login page

1. Go to www.doe.sd.gov

    a. Click on Menu and then A-Z Index “G” for Grants Management and the Grants Management System (GMS) for Federal Grant Programs.

Step 2: Logging In

1. All users will get to this screen after following Step 1:



    a. Username is always the user’s K12 email address
    b. Password default for new users is leapswd; If a user has been in the system before, it is the password the user set previously.
        i. If prompted to change password, attempt at least once. If it does NOT work, click close on the message box.
        ii. Click on Forgot Password.
            1. A new password will be emailed. Copy and paste into the Password box.
            2. Change password when prompted.

Step 3: Entering the system

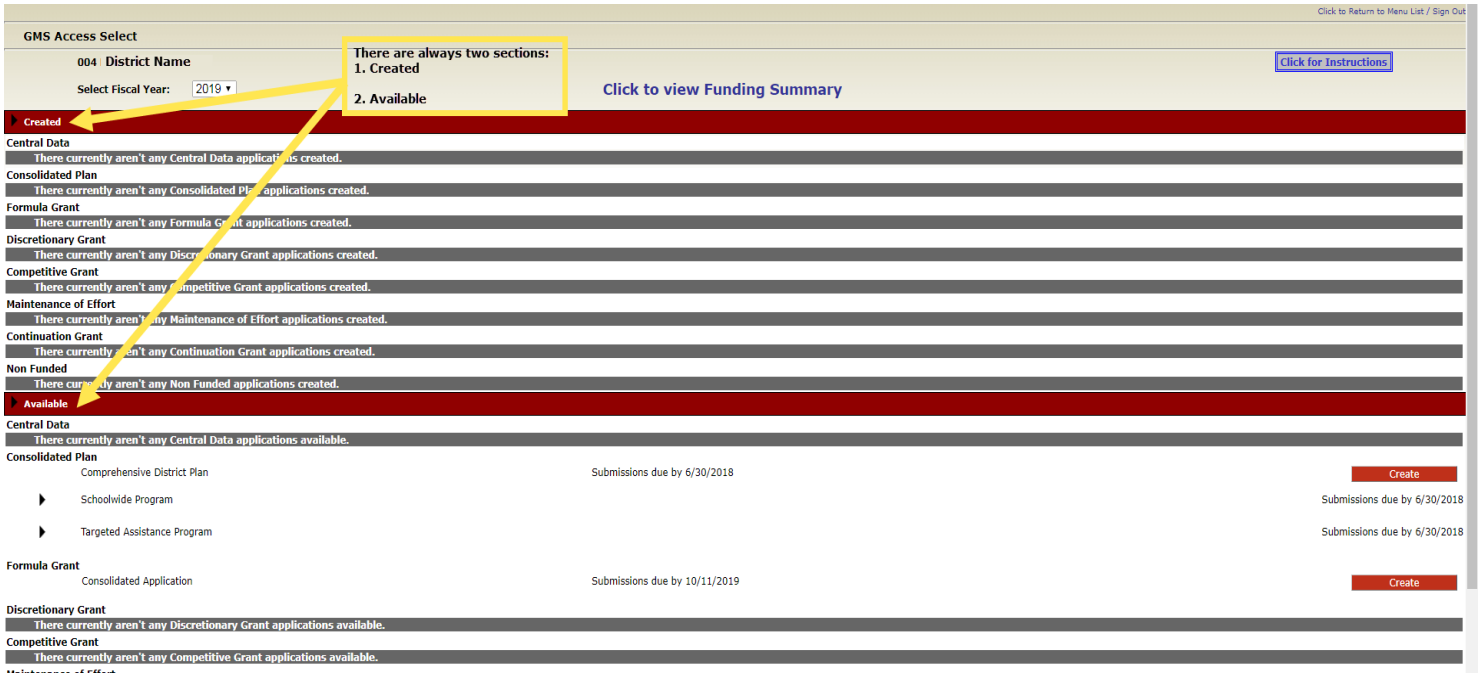
1. The first page in the system looks like the screen shot below. Depending on access rights, a user might have more or fewer items listed.

2. Click on GMS Access.

Step 4: GMS Access/Select

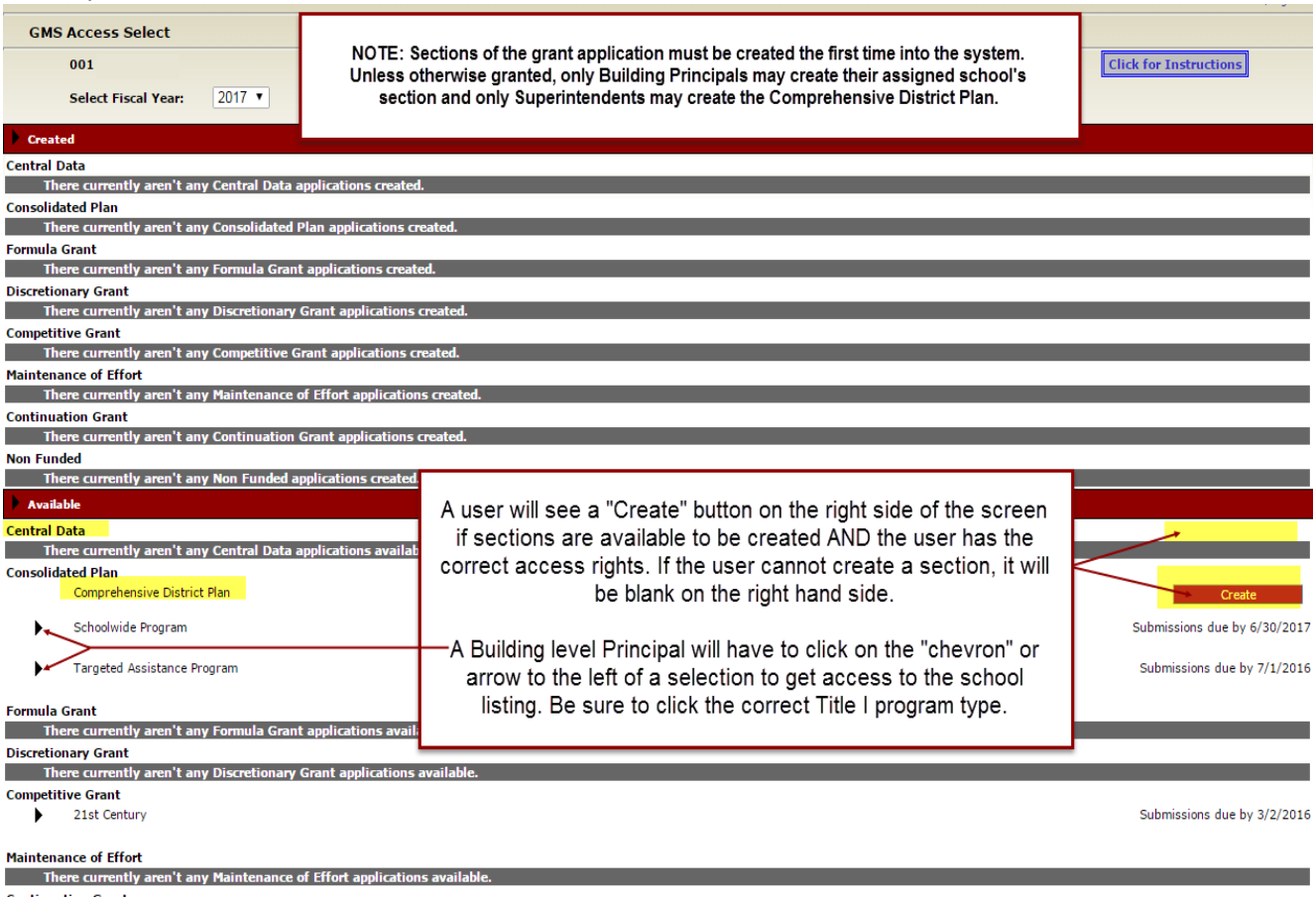
1. The first time the system is accessed each day, it may default to the 2020 screen. Be sure to check and to change to 2022 if necessary.

2. If nothing has been created for the 2020-2021 school year, the screen will look like this.

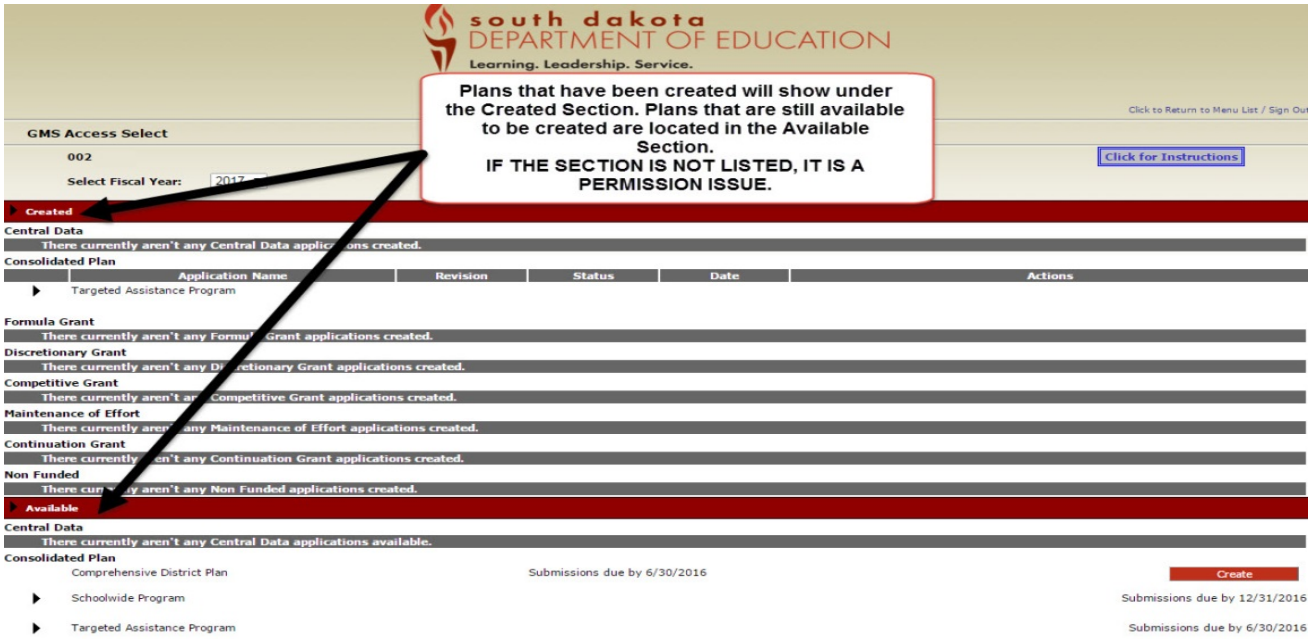


Step 5: Creating Sections:

1. When starting a section for the first time, it must be created from under the Available list of the GMS Access/Select screen.



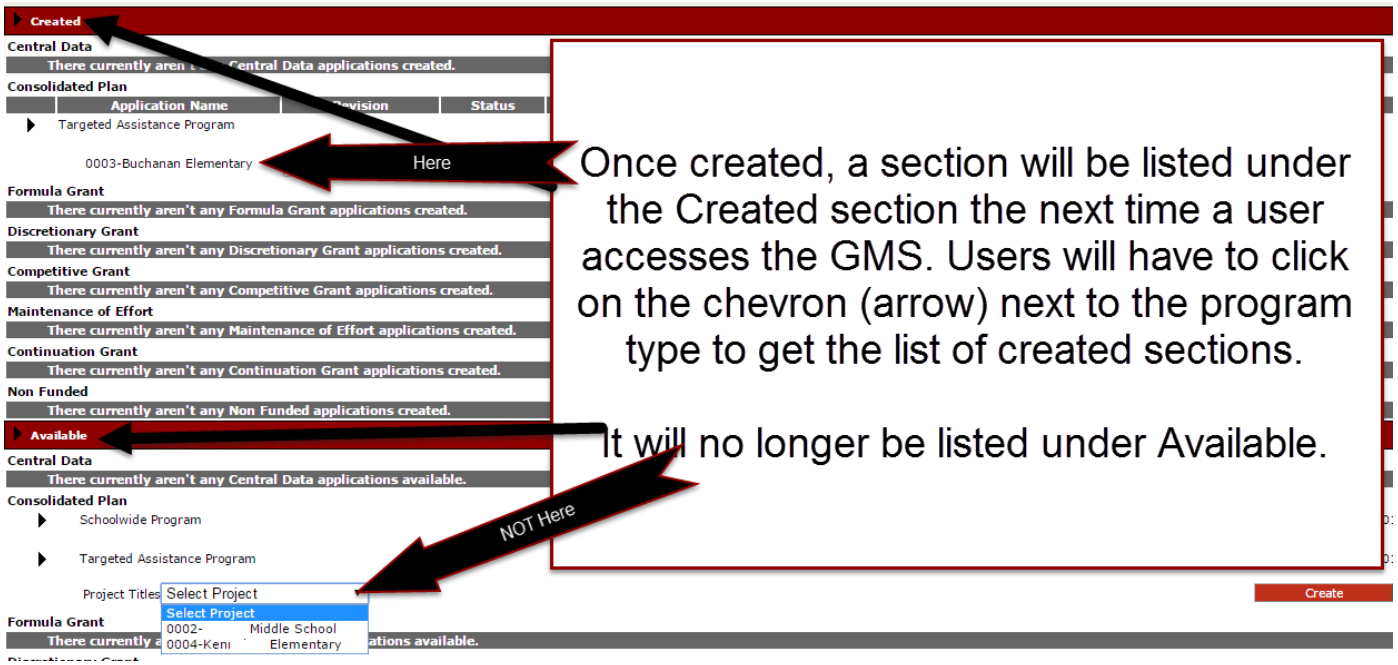
2. **When a section is created, it automatically opens. When a user closes the section or exits out of the system, it moves from under Available to Created.**



3. **REMINDERS:**
    a. Only Building Principals have access to create the school sections unless someone else has been given access by the Superintendent or Business Manager using the User Maintenance feature to setup up access within the district.

       If this is not how the district/school want this to be handled, please contact Robyn Seibel: Robyn.Seibel@state.sd.us.

    b. Users MUST select the correct type of Title I program. The system will list ALL available schools under both types of programs. Please see this list if unsure: https://doe.sd.gov/title/documents/20-schools2.pdf.
    c. ONCE A SECTION IS CREATED IT WILL NO LONGER BE LISTED UNDER AVAILABLE. IT WILL BE UNDER CREATED.



Understanding the Process

All districts accepting federal funds will complete the Comprehensive District Academic Improvement Section, along with school sections for any schools operating a Title I program.

These sections must be completed and submitted before the rest of the application may be submitted for approval.

School Plan(s)

- Principals create & complete the necessary school sections.
- Principals run Consistency Check and Submit to LEA Superintendent.

School Plans - Superintendent

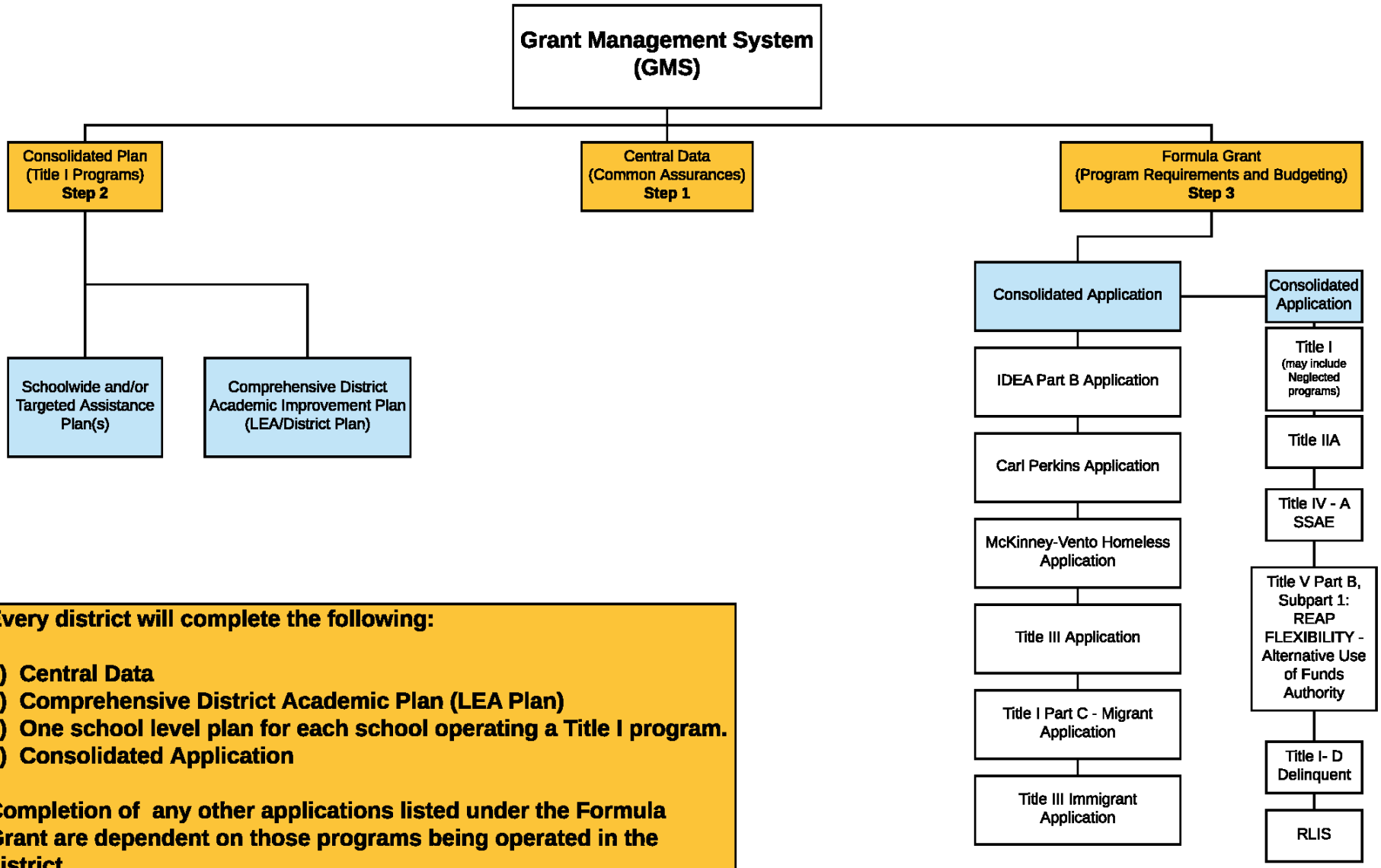
- Superintendent submits each school level section to SDDOE or Disapproves back to building principal.

Consolidated District Academic Improvement Plan

- Once all school level plans are complete and submitted, the Superintendent submits the Consolidated District Academic Improvement Plan to SD DOE.

Consolidated Application

- **Only once all required plans AND the district plan are complete and submitted can the Consolidated Application be submitted.**



Every district will complete the following:

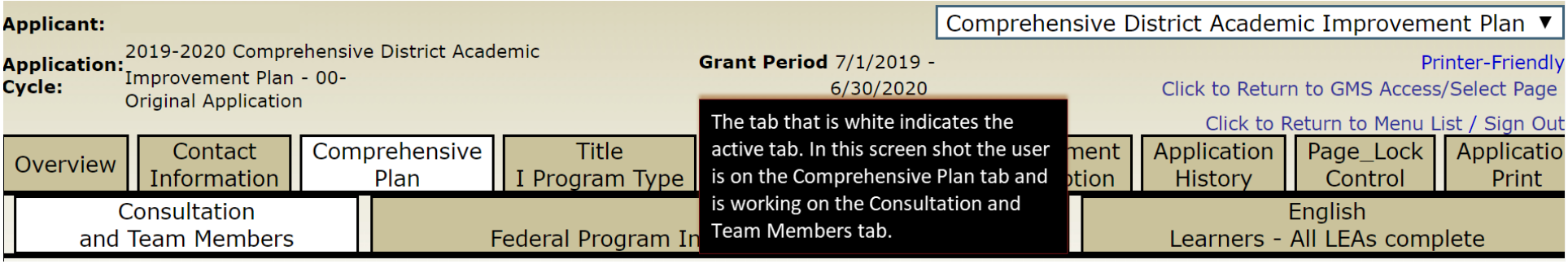
1) **Central Data**
2) **Comprehensive District Academic Plan (LEA Plan)**
3) **One school level plan for each school operating a Title I program.**
4) **Consolidated Application**

Completion of any other applications listed under the Formula Grant are dependent on those programs being operated in the district.

Working in the GMS

Tab Environment

The GMS is setup like a binder with tabs for each section. On each tab, there may or may not be other tabs that will have information that needs to be entered or places where documents need to be uploaded.
Users should click on each tab to ensure all information is entered. There are several updated tabs.



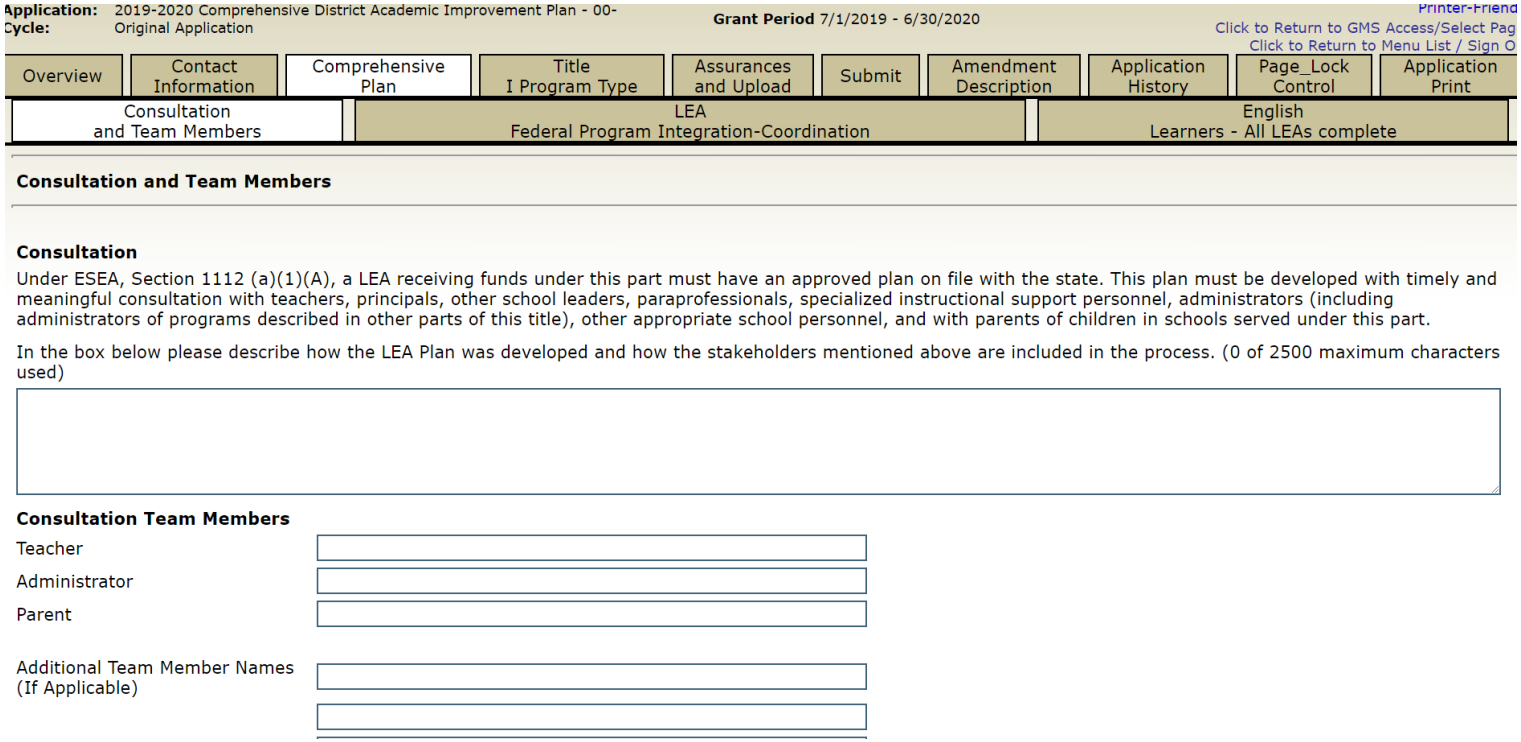
Completing the Sections

Comprehensive District Academic Improvement Plan

All districts must complete this section along with the appropriate Title I school sections, prior to submitting the Consolidated Application. The questions in this section, along with the uploaded LEA Plan, will enable the LEA to have an approved application as required under Section 1112 (a)(1)(A). **Most of the work in this section will be done under the Comprehensive Plan Tab.**

Consultation and Team Members Tab

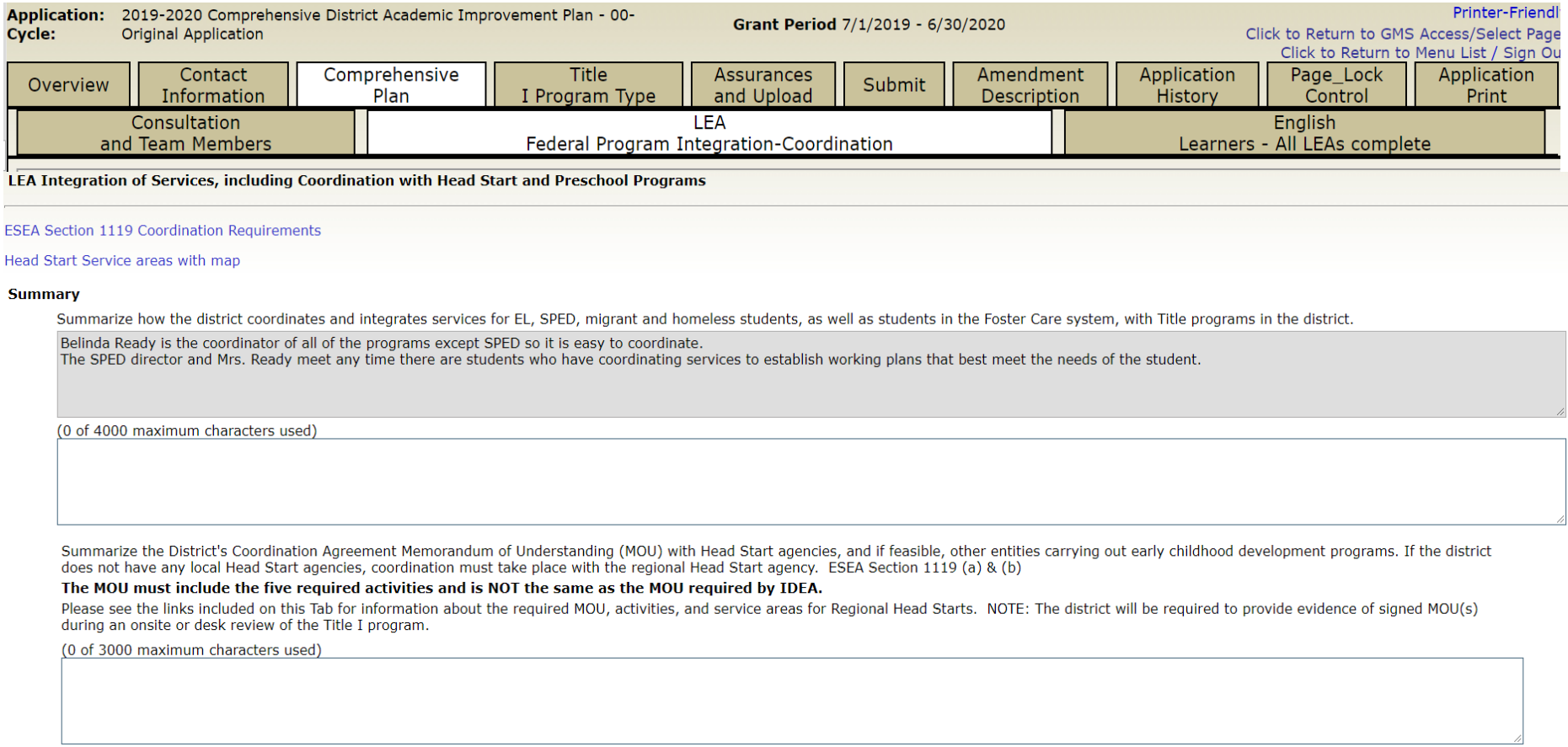
Consultation with stakeholders is key to operating a Title I program at any level. Stakeholder input is required for district and school level plans and must be done with fidelity. This tab is where a district will describe the process used to gather stakeholder input.



LEA Federal Program Integration-Coordination Tab

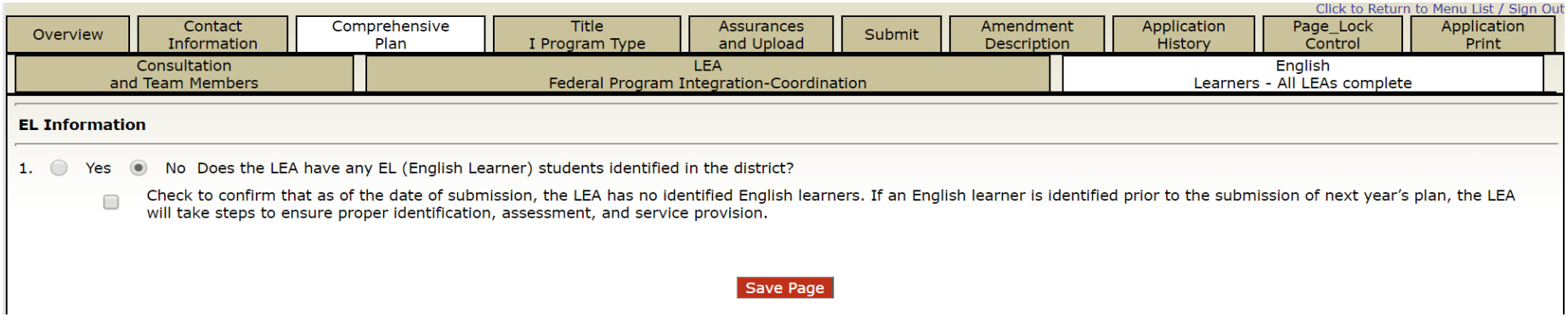
On this tab, districts must explain how services are coordinated and integrated to ensure there is not a duplication of services for students. Last year's answer will rollover so it may be copied if nothing has changed.

On the District coordination section, please describe ONLY the coordination with local or area Head Start programs and/or local pre-schools with either a local Head Start or with the regional Head Start (HS) if there are or could be HS students in the district. A MOU is required and will need to be uploaded to SharePoint. **THIS IS NOT THE SAME AS THE MOU THAT IS REQUIRED FOR IDEA. THE DESCRIPTION SHOULD NOT INCLUDE TRANSITION INFORMATION AS THAT IS HANDLED IN THE LEA PLAN.**

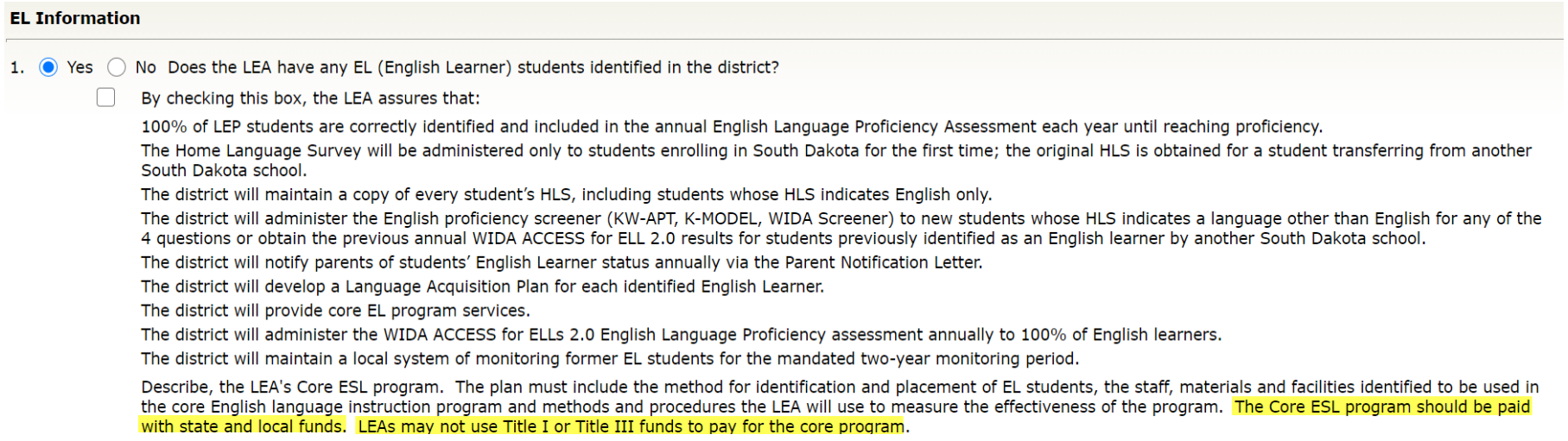


English Learners – All LEAs complete

For districts with no English Learners (ELs), this tab is a simple assurance to that fact.



For districts with Els, more information will display once the Yes button is marked. The screenshot below is the same as what was in the application last year.



English Learners – All LEAs complete continued

New to the application this year is expanded information about the educational program models being used at each educational level in the district.

Which educational program model(s) are used in your district?

Elementary ELD Program Models Used	Middle School ELD Program Models Used	High School ELD Program Models Used
☐ Transitional Bilingual Education or Early-Exit Bilingual Education	☐ Transitional Bilingual Education or Early-Exit Bilingual Education	☐ Transitional Bilingual Education or Early-Exit Bilingual Education
☐ Dual Language or Two-way Immersion	☐ Dual Language or Two-way Immersion	☐ Dual Language or Two-way Immersion
☐ ESL or ELD (English Language Development)	☐ ESL or ELD (English Language Development)	☐ ESL or ELD (English Language Development)
☐ Content Classes with integrated ESL support	☐ Content Classes with integrated ESL support	☐ Content Classes with integrated ESL support
☐ Newcomer Program	☐ Newcomer Program	☐ Newcomer Program
☐ Other (Please Specify)	☐ Other (Please Specify)	☐ Other (Please Specify)

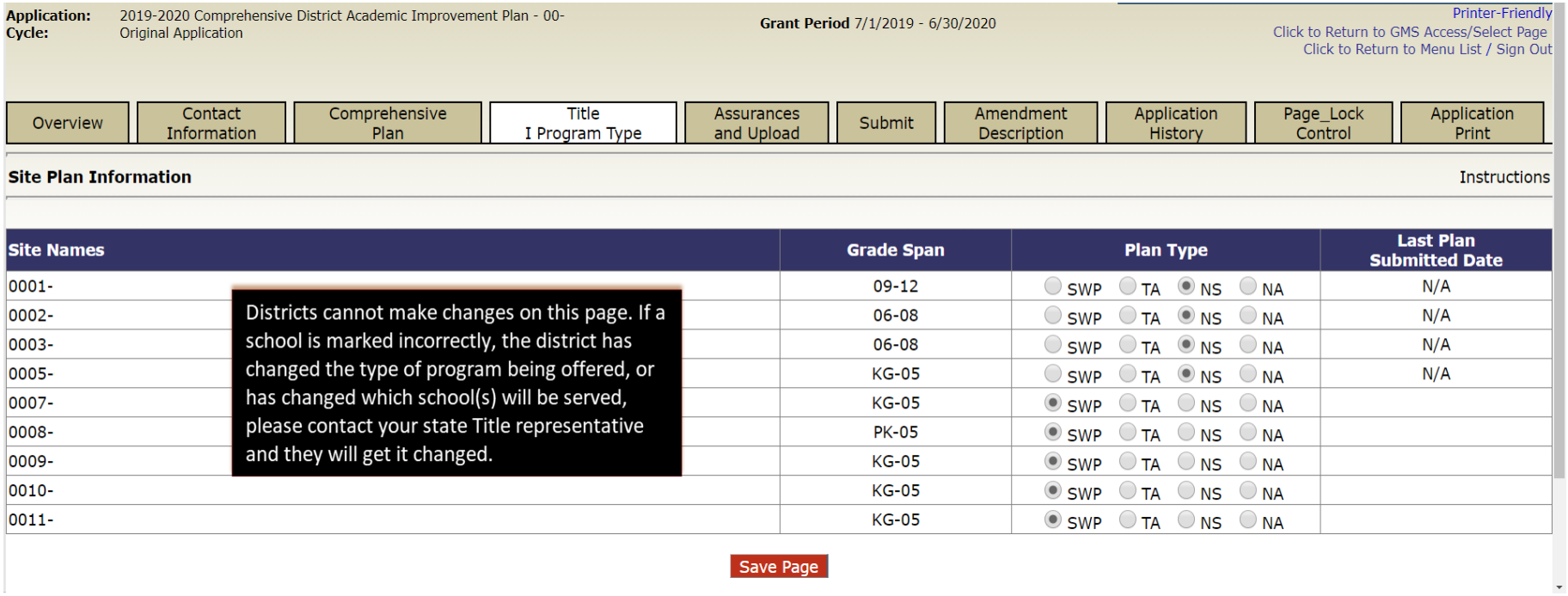
Instruction in the core EL program must be provided by qualified teachers trained in language acquisition. If teachers in the EL program do not hold an ENL endorsement, please explain how the teachers have been trained in language acquisition.
In the box below, describe teacher training in language aquisition for non-ENL endorsed teachers in the EL program. If teachers have the ENL endorsement, please include that information.
Note: one-day, isolated workshops, or logistical trainings (e.g. WIDA ACCESS administration training) do not meet this requirement.
(0 of 2000 maximum characters used)

What is the funding source for your EL program?
(0 of 2000 maximum characters used)

☐ **Check to confirm the LEA has an EL/ Lau Plan.**

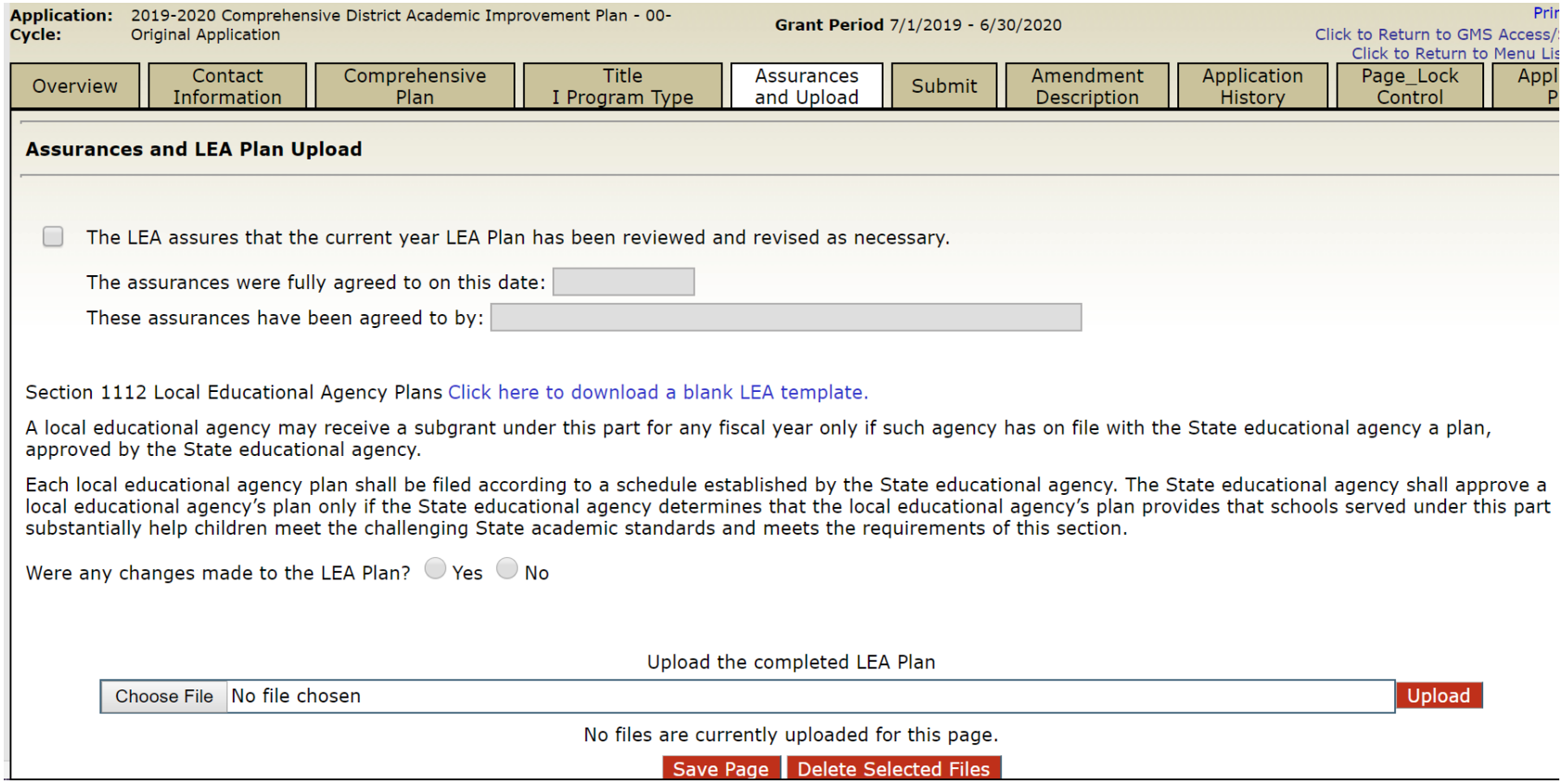
Title I Program Type Tab

The Title I Program Tab allows the Superintendent to see which school level plans have been submitted to SD DOE, which will show when the District section may be submitted. **If something is incorrect on this chart, please contact your Title I representative at the state office to let them know.**



The LEA Plan will be uploaded via the Assurances and Upload Tab.

LEAs must upload a copy of the current LEA plan annually. If there were no changes to the document, the LEA will answer "No" on the Upload Tab, upload the document, and save the page. If there were changes to the LEA Plan from last year, the LEA will answer "Yes" and detail which questions were changed or updated in the box that opens up. If the LEA needs a new copy of the plan, it can be downloaded from this tab as well.

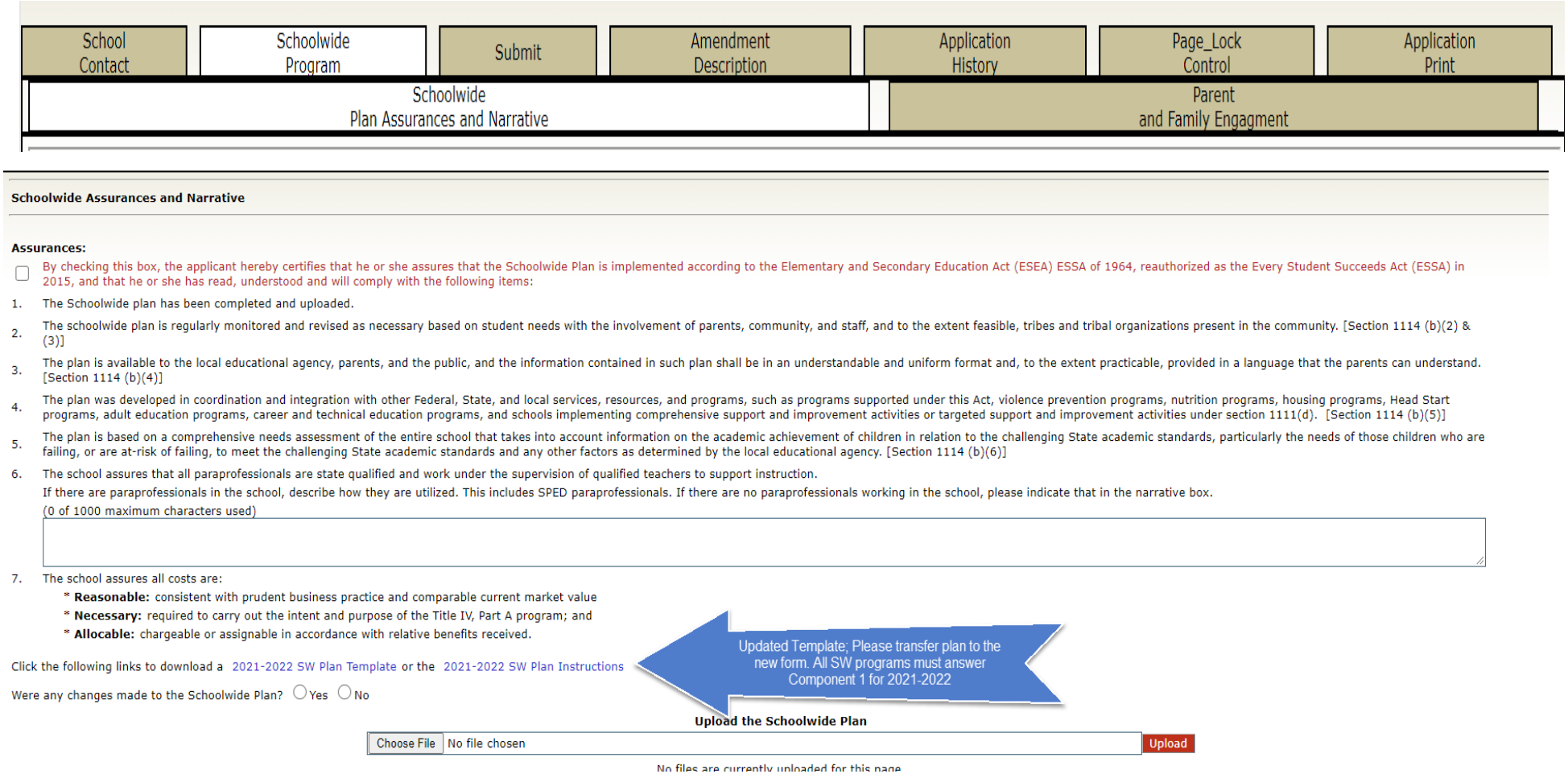


NOTE: This section cannot be submitted until the school level sections are created, completed and submitted to SD DOE.

For questions and clarifications, please contact the district Title I Representative. For a listing of the questions in this section, please click here: Comprehensive District Academic Improvement Plan.

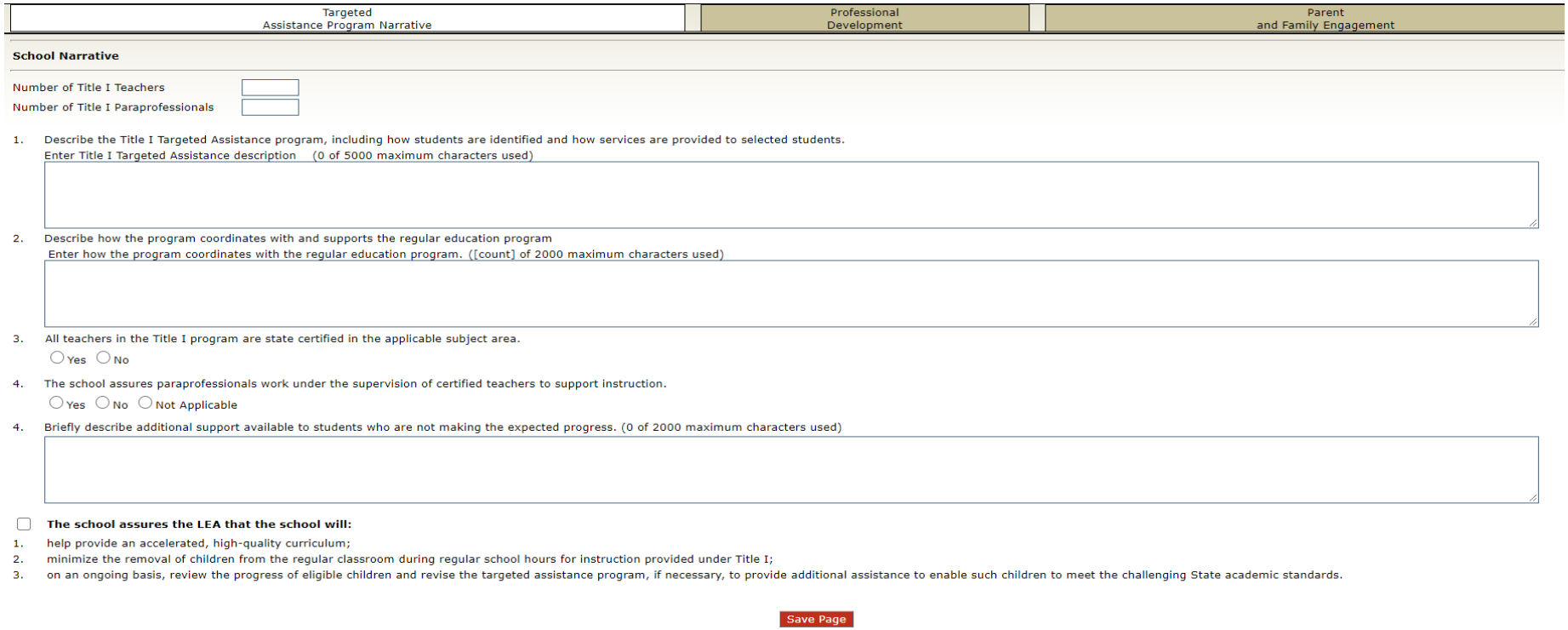
Schoolwide Program Section

The Schoolwide (SW) section of the GMS requires a school to upload its SW plan on an annual basis. There are assurances included on the Schoolwide Plan Assurances and Narrative Tab that must be agreed to as well as a brief narrative on how paraprofessionals are utilized in the school. The Parent & Family Engagement tab did not change. The PD tab has been removed as this should be covered in the SW plan. There is an updated template for 2021-2022 that all schools should use. ALL SCHOOLS MUST COMPLETE THE INFORMATION ABOUT THE COMPREHENSIVE NEEDS ASSESSMENT (CNA). ALL SCHOOLS MUST HAVE A CURRENT CNA PRIOR TO THE START OF THE 2022-2023 SCHOOL YEAR. (WITHIN THE LAST 5 YEARS) Schools will indicate if any changes were made to the plan. If any were made, list which questions were changed, upload the documents and save the page. If there were not any changes, indicate "No", upload the plan, and save the page. For a listing of the questions in this section, please click here: Schoolwide Planning Section Questions.



Targeted Assistance Program Section

The Targeted Assistance Section has been updated to help provide clarification about the Targeted Assistance program that is being offered.



Targeted Assistance Program Narrative | Professional Development | Parent and Family Engagement

School Narrative

Number of Title I Teachers

Number of Title I Paraprofessionals

1. Describe the Title I Targeted Assistance program, including how students are identified and how services are provided to selected students.
   Enter Title I Targeted Assistance description (0 of 5000 maximum characters used)
2. Describe how the program coordinates with and supports the regular education program
   Enter how the program coordinates with the regular education program. ([count] of 2000 maximum characters used)
3. All teachers in the Title I program are state certified in the applicable subject area.
   Yes No
4. The school assures paraprofessionals work under the supervision of certified teachers to support instruction.
   Yes No Not Applicable
4. Briefly describe additional support available to students who are not making the expected progress. (0 of 2000 maximum characters used)

The school assures the LEA that the school will:

1. help provide an accelerated, high-quality curriculum;
2. minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
3. on an ongoing basis, review the progress of eligible children and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

Save Page

Please note that while the federal term of "highly qualified" has been removed from the new version of the law, nothing has changed as far as required state certification requirements and any staff working in a TA program must still be qualified and certified by the State of South Dakota in the area they are assigned to teach.

The Professional Development tab was retained in this section as PD in a TA program may only be provided to the Title I staff and any other person(s) working with Title I students. **THIS SHOULD NOT BE DISTRICT LEVEL PD. THIS SHOULD BE SPECIFIC TO PD PROVIDED TO THOSE WHO SPECIFICALLY WORK WITH IDENTIFIED TITLE I STUDENTS.**

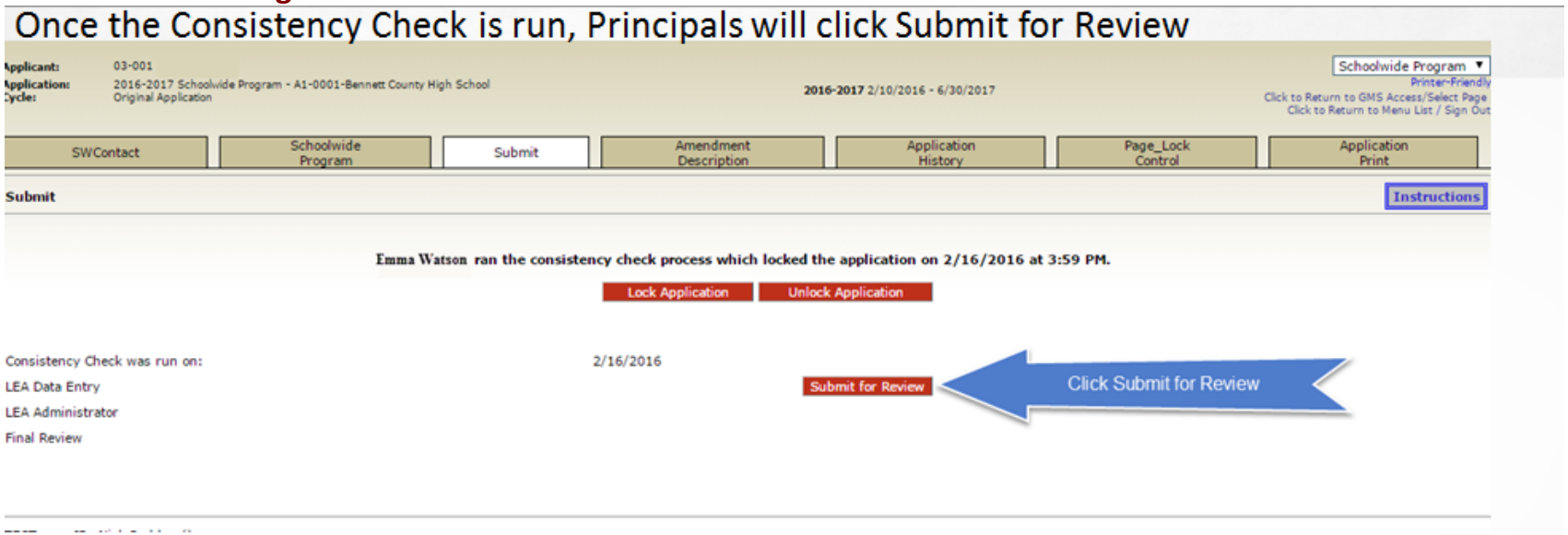
Paraprofessionals working in the Title program must also be qualified by having a high school diploma and one of the following:

- 48 transcript credit hours;
- Associate's or high degree
- State Praxis test with a passing score

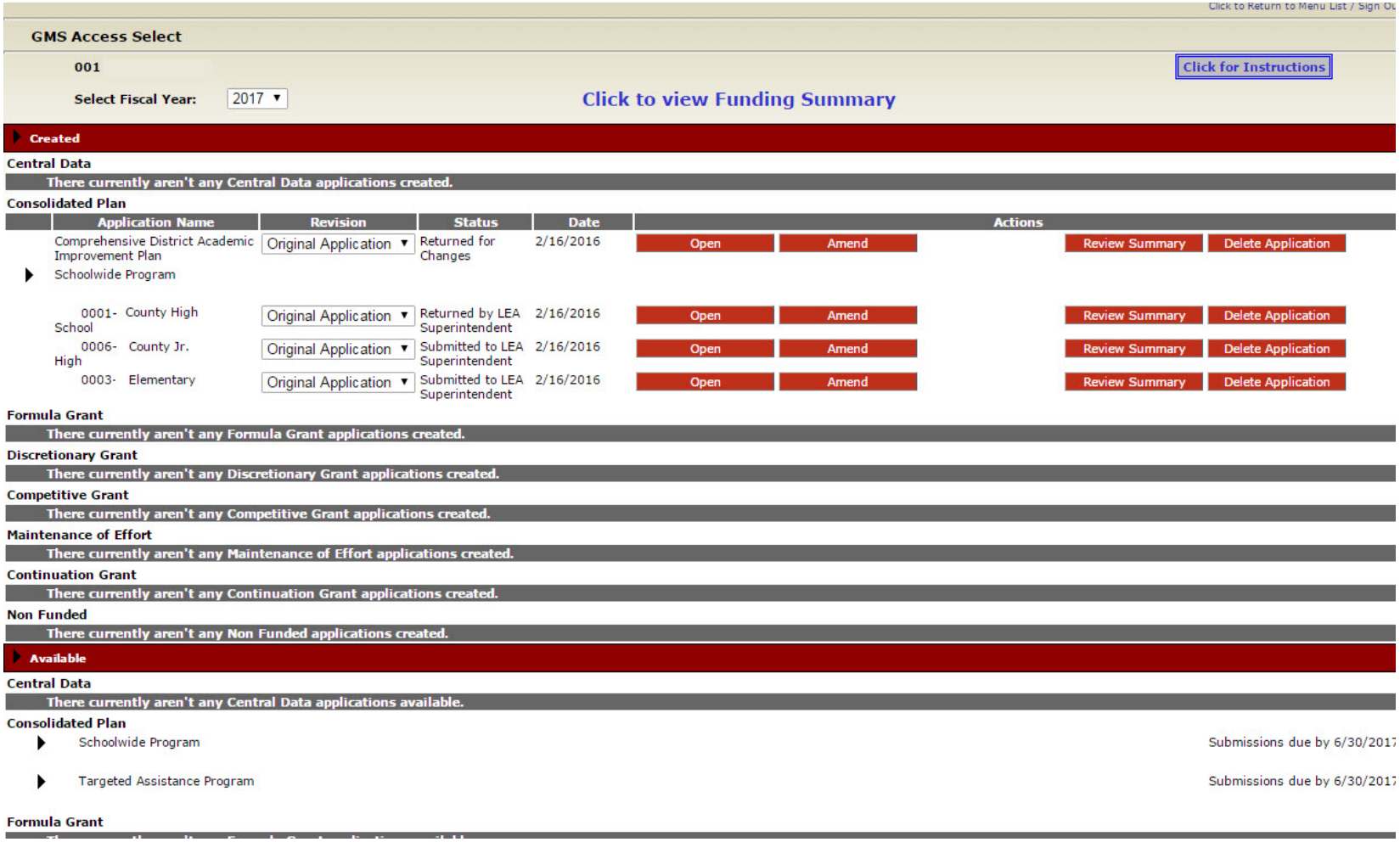
For a listing of the questions in this section, please click here: Targeted Assistance Planning Section Questions.

Submission of Planning Sections

Once the Consistency Check is run, Principals will click Submit for Review



Once the school sections are run, the Superintendent will either Submit to SDDOE or Disapprove.



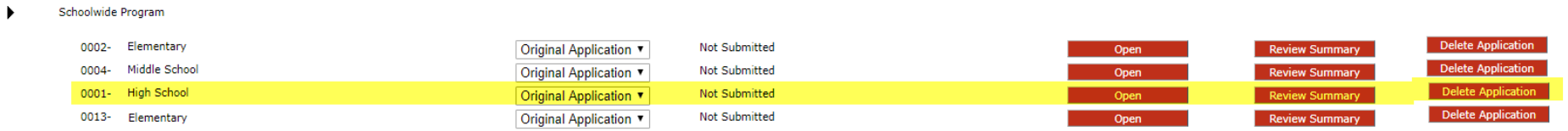
If sections cannot be submitted, please check the following:

1. The Consistency Check has been run and the school section has been submitted to the LEA Superintendent.
2. The LEA Superintendent has submitted each school level plan to SDDOE.
3. Once all school level plans are submitted, the Consistency Check on the district section must be run prior to submitting the plan.

Please contact the state Title I Representative for the district if there are issues while submitting.

Deleting Applications in the GMS

If a section is created for a school that does not run a Title program or the LEA decides to not run a program after the section has been started, the section must be deleted. This is done by clicking the Delete Application Button on the GMS Access Select Page.



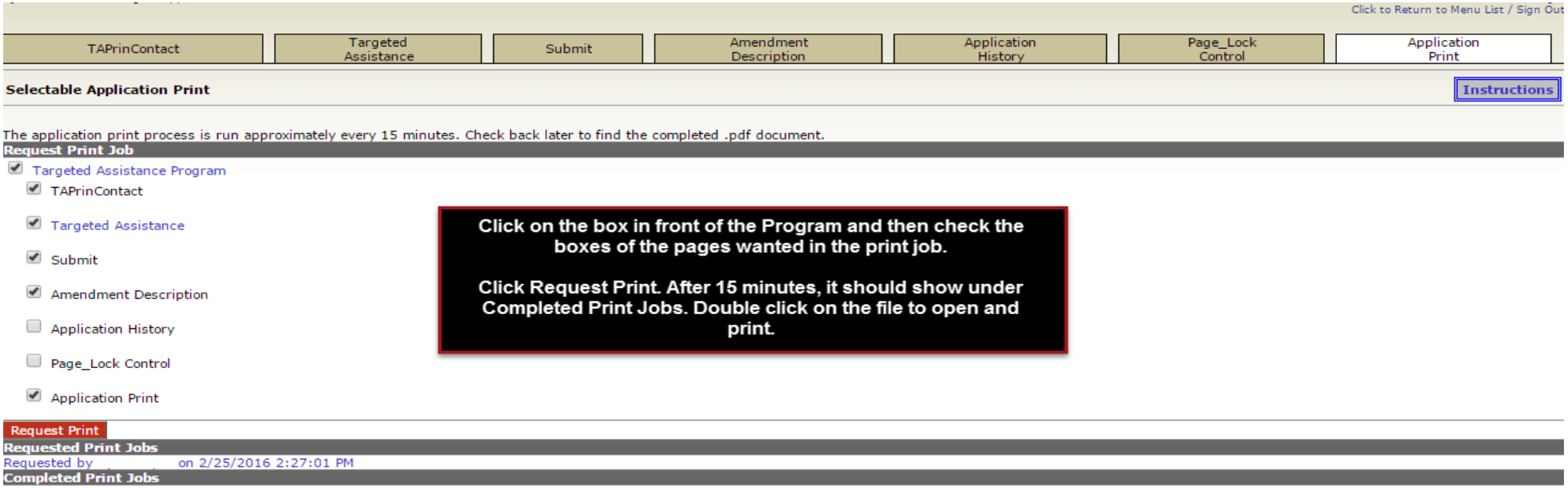
Issues

Timing out of the system

The system does not recognize that a user is working in the system unless the save button on a tab is clicked. Even if you are typing, you can be timed out and lose your information. Save often. Most of the errors from last year's system have been changed to warnings or removed. This requires more diligence on the user's part as blank tabs can now be submitted accidentally.

Printing

The printing process in the GMS is multi-stepped. Each section must be printed individually and it takes at least 15 minutes to run a print job for each one requested. In each section is an Application Print tab. On that tab, users must:


Click to Return to Menu List / Sign Out
TAPrinContact
Targeted Assistance
Submit
Amendment Description
Application History
Page_Lock Control
Application Print
Selectable Application Print
Instructions
The application print process is run approximately every 15 minutes. Check back later to find the completed .pdf document.
Request Print Job
Targeted Assistance Program
TAPrinContact
Targeted Assistance
Submit
Amendment Description
Application History
Page_Lock Control
Application Print
Click on the box in front of the Program and then check the boxes of the pages wanted in the print job.
Click Request Print. After 15 minutes, it should show under Completed Print Jobs. Double click on the file to open and print.
Request Print
Requested Print Jobs
Requested by on 2/25/2016 2:27:01 PM
Completed Print Jobs

Appendix

Comprehensive District Academic Improvement Questions

Comprehensive Plan

Consultation and Team Members

Consultation

Under ESEA, Section 1112 (a)(1)(A), a LEA receiving funds under this part must have an approved plan on file with the state. This plan must be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.

In the box below please describe how the LEA Plan was developed and how the stakeholders mentioned above are included in the process. (0 of 2500 maximum characters used)

Consultation Team Members

Teacher

Administrator

Parent

Additional Team Member Names (If Applicable)

Please use positions rather than names.
For example:
1st grade teacher, 3rd grade parent, community business representative, all staff, one teacher representative from each grade level, etc.

Save Page

LEA Federal Program Integration-Coordination

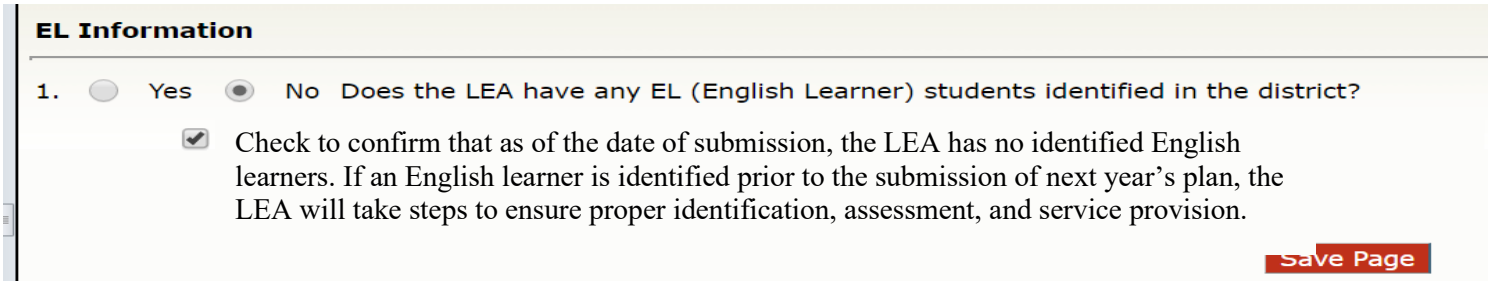
Summary

Summarize how the district coordinates and integrates services for ELP, SPED, migrant and homeless students, as well as students in the Foster Care system, with Title programs in the district.
([count] of 4000 maximum characters used)

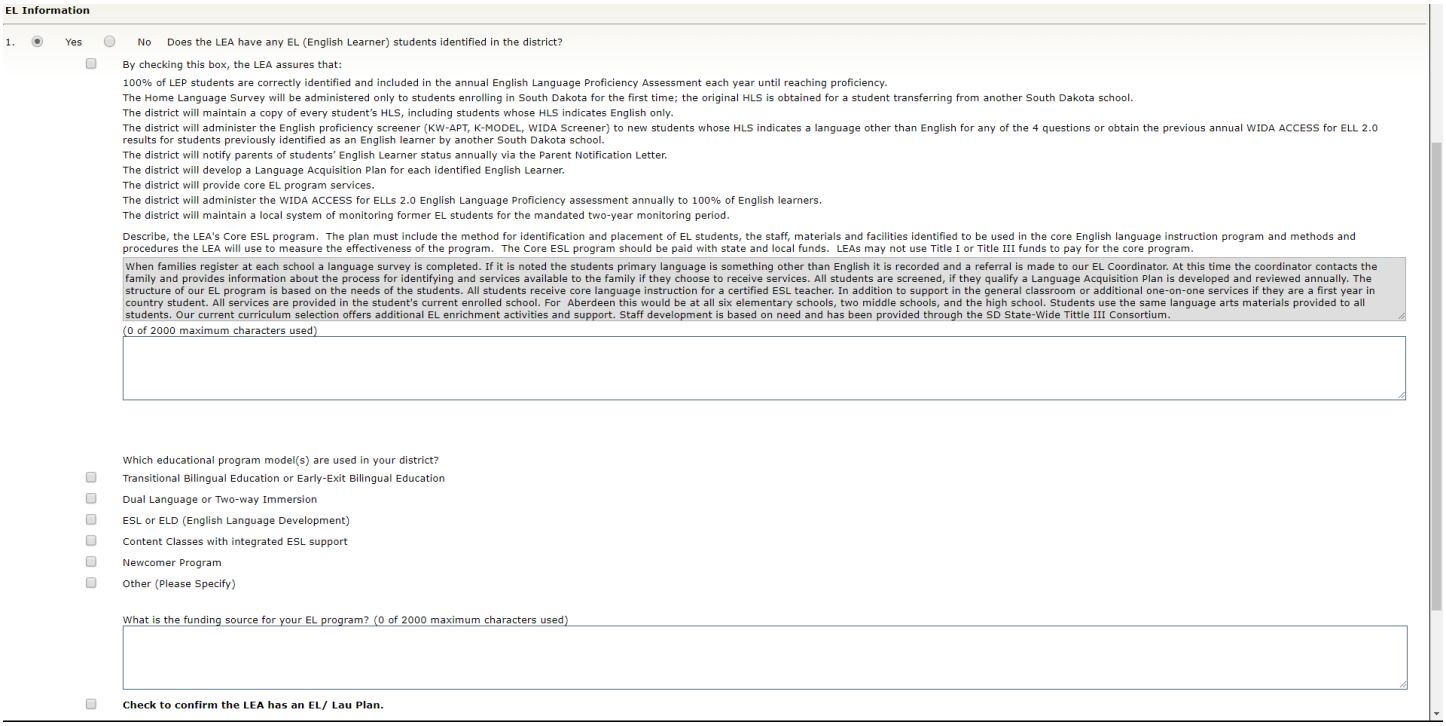
Summarize the District's Coordination with Head Start programs, along with local preschools and/or daycares. Please see the links included on this Tab for information about the required MOU, activities, and service areas for Regional Head Starts. NOTE: The district will be required to provide evidence of MOU(s) during an onsite or desk review of the Title I programs. ([count] of 3000 maximum characters used)

English Learners – All LEAs complete

If the answer is NO:

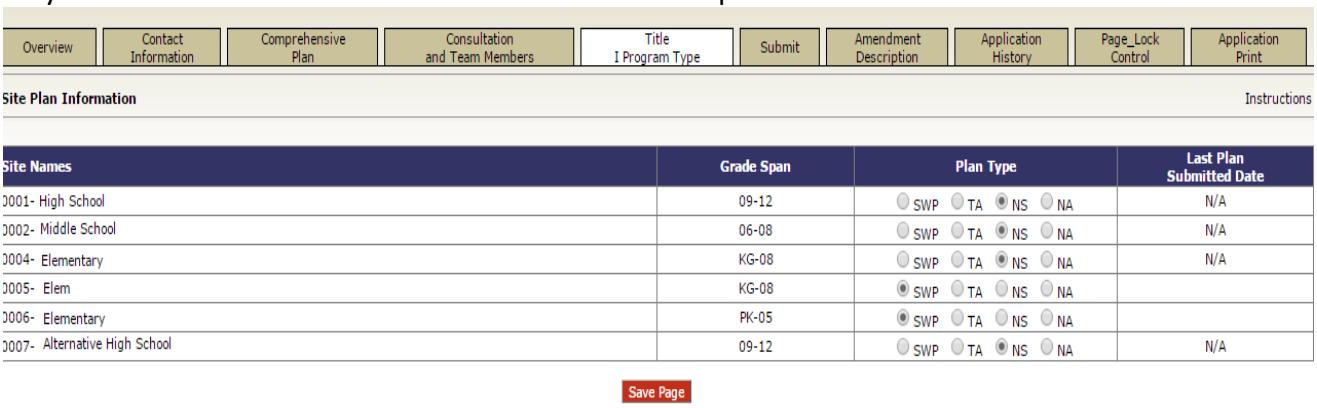


If the answer is YES:



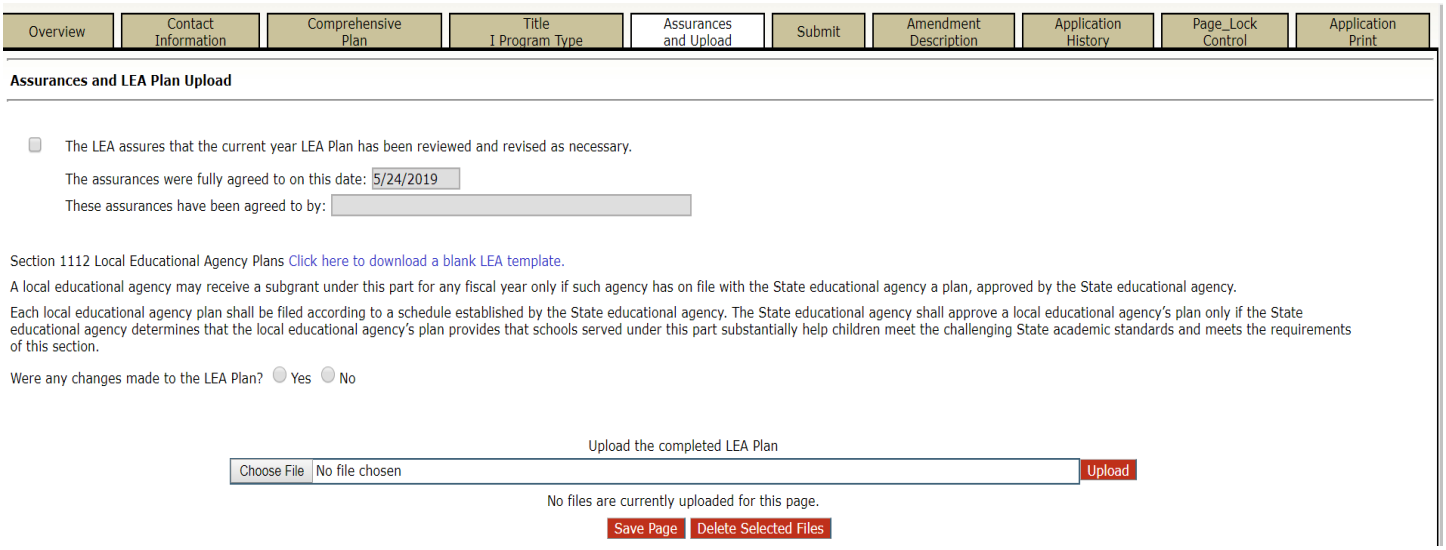
Title I Program Type

This Tab tracks the submission of each school section. Once all plans are submitted, District Superintendent may submit the CDAP if the rest of the narrative is complete.

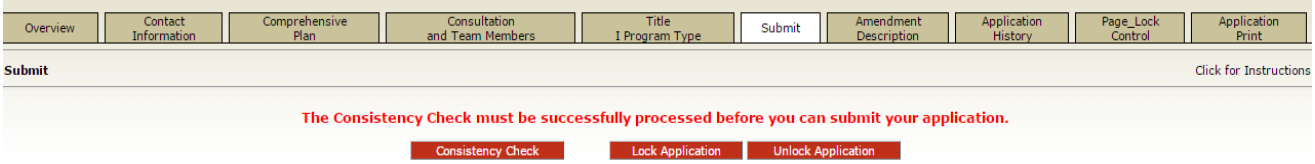


Assurances and Upload

The assurances and LEA plan upload are combined on this new tab. Please be sure to update and change any out-of-date information on the LEA plan prior to uploading. Once the application is submitted, it becomes part of the historical archive and cannot be deleted. New plans may be uploaded, but the old documents will remain.



Submit Tab



LEA Data Entry
LEA Administrator
Final Review

Schoolwide Section Questions

Schoolwide Program: This is the tab where the SW plan will be uploaded
Schoolwide Plan Assurances and Narrative

Assurances:

By checking the box, the applicant hereby certifies that he or she assures that the Schoolwide Plan is implemented according to the Elementary and Secondary Education Act (ESEA) ESSA of 1964, reauthorized as the Every Student Succeeds Act (ESSA) in 2015, and that he or she has read, understood and will comply with the following items:

1. The Schoolwide plan has been completed and uploaded.

2. The schoolwide plan is regularly monitored and revised as necessary based on student needs with the involvement of parents, community, and staff, and to the extent feasible, tribes and tribal organizations present in the community. [Section 1114 (b)(2) & (3)]

3. The plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1114 (b)(4)]

4. The plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). [Section 1114 (b)(5)]

5. The plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [Section 1114 (b)(6)]

6. The school assures that all paraprofessionals are state qualified and work under the supervision of qualified teachers to support instruction.
   If there are paraprofessionals in the school, describe how they are utilized. This includes SPED paraprofessionals. If there are no paraprofessionals working in the school, please indicate that in the narrative box.
7. The school assures all costs are:
   - Reasonable: consistent with prudent business practice and comparable current market value
   - Necessary: required to carry out the intent and purpose of the Title IV, Part A program; and
   - Allocable: chargeable or assignable in accordance with relative benefits received.

Parent and Family Engagement

The school assures:

It will provide activities/strategies to increase parent and family engagement.

A school level Parent and Family Engagement Policy is annually reviewed and revised with parent input.

The school level Parent and Family Engagement Policy is distributed to parents.

The Parent/School Compact is distributed.

An annual meeting is held to inform parents of their school's participation in Title I, requirements of the program, and how to become involved in the program.

Briefly describe what family and community engagement looks like in the school.

What Professional Development does the school provide to build the capacity of staff to build family partnerships? ([count] of 2000 maximum characters used)

Targeted Assistance Program Section Questions

School Narrative

Number of Title I Teachers
Number of Title I Paraprofessionals

1. Describe the Title I Targeted Assistance program, including how students are identified and how services are provided to selected students.

2. Describe how the program coordinates with and supports the regular education program

3. All teachers in the Title I program are state certified in the applicable subject area.
   Yes No

4. The school assures paraprofessionals work under the supervision of certified teachers to support instruction.
   Yes No Not Applicable

5. Briefly describe additional support available to students who are not making the expected progress.

The school assures the LEA that the school will:

1. help provide an accelerated, high-quality curriculum;
2. minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
3. on an ongoing basis, review the progress of eligible children and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards

Professional Development

PROFESSIONAL DEVELOPMENT - Under Section 1115 (b)(2)(D), a school is required to serve participating students by providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.

Describe how the school determines what professional development will be provided, how the effectiveness of the professional development will be measured, and how the professional development will impact students.
(0 of 2000 maximum characters used)

Parent and Family Engagement:

The school assures:

It will provide activities/strategies to increase parent and family engagement.

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Consolidated Application Program Reps 2021-2022

Vera Tipton (8065)	Betsy Chapman (4712)	
Aberdeen	Alcester-Hudson	Tri-Valley
Agar-Blunt-Onida	Andes Central	Tripp-Delmont
Avon	Armour	Yankton
Belle Fourche	Beresford	
Bennett County	Bison	
Burke	Bon Homme	
Canistota	Bowdle	
Canton	Brookings	
Clark	Dell Rapids	
Custer	Deuel	
Dupree	Eagle Butte	
Edmunds Central	Ethan	
Faith	Eureka	
Freeman	Faulkton	
Gregory	Frederick	
Harding County	Garretson	
Hill City	Gayville-Volin	
Herreid	Gettysburg	
Hoven	Harrisburg	
Hitchcock-Tulare	Hot Springs	
Lemmon	Ipswich	
McLaughlin	Irene-Wakonda	
New Underwood	Iroquois	
Oelrichs	Langford	
Oglala Lakota County	Lead-Deadwood	
Parker	McCook Central	
Pierre	Miller Area	
Redfield	Mitchell	
Rosholt	Mobridge-Pollock	
Smee	Mount Vernon	
Todd County	Oldham-Ramona	
Wall	Plankinton	
Waverly	Platte-Geddes	
Wessington Springs	Rapid City Area	
White River	Sanborn Central	
Willow Lake	Selby Area	
Woonsocket	Sioux Falls	
	South Central	
	Tea Area	

Jenifer Palmer (4437)	Dawn Smith (2535)
Baltic	Arlington
Brandon Valley	Big Stone City
Britton-Hecla	Bridgewater-Emery
Castlewood	Chamberlain
Centerville	Colome Consolidated
Chester	Corsica-Stickney
Coleman-Egan	Doland
Dakota Valley	Douglas
DeSmet	Edgemont
Deubrook Area	Elk Mountain
Estelline	Elk Point-Jefferson
Florence	Elkton
Hanson	Flandreau
Highmore-Harrold	Groton Area
Huron	Haakon
Lake Preston	Hamlin
Leola	Henry
Lyman	Howard
Madison Central	Jones County
Marion	Kadoka
Meade	Kimball
Menno	Lennox
Milbank	McIntosh
Montrose	Newell
Northwestern Area	Rutland
Parkston	Scotland
Sisseton	Sioux Valley
Stanley County	Spearfish
Summit	Timber Lake
Vermillion	Viborg-Hurley
Warner	Wagner
Watertown	Waubay
Webster	Wilmot
West Central	
White Lake	
Winner	
Wolsey-Wessington	