

**Michelle Thomas:**

Okay, so good afternoon, everyone. Thank you for joining us for Title 1, Part D, subpart 2 webinar. My name is Michelle Thomas, and I work in the Federal Grants Office. Many of you have recently received an email from me introducing myself. I'll be your main point of contact going forward for Title 1, Part D, subpart 2 program. Today we're also joined by my colleague, Julia Foodman, who is supporting in the process of transitioning the program over to me.

So just as some housekeeping before Julia and I get started today, all the participants will be muted during the webinar and your videos will all be turned off as well. Please use the Q&A feature at the bottom. For all your questions, and not the chat. The Q&A will help us to kind of organize and keep track of all your questions as they come in. And also, just as a reminder, this webinar is being recorded. The slides and the recording will both be posted to the resource section on the GEM\$ website following this webinar.

And for all the facilities on this call today that may not have access to GEM\$ you could still access all the resource materials. Even if you don't have a GEM\$ login and password, a link to the website is provided in this slide, and you'll be able to use that link to get to the resources that we mentioned in today's webinar. I also emailed the slides for today to all the registrants this morning so you should have a copy of the slides on hand as well. And then, lastly, Julia and I will both be turning our cameras off during the webinar, just to preserve bandwidth on our ends. And I think that's all I have for housekeeping. I'll turn it over to Julia to get us started.

**Julia Foodman:**

Great thanks, Michelle. Hi! Good afternoon, everyone. Thanks for joining us. To kick us off, the allocations are posted. They are on our Title I, Part D, Subpart 2 webpage, and we put the direct link to that excel file here on this slide. For the district, you can also view the allocations in GEM\$ as well.

For FY 25, we have 22 districts that are receiving Title I, Part D, Subpart 2, and that break down over 26 neglected or delinquent facilities. There are a few districts that have more than one facility within their district boundaries.

We want to point out some resources: the link at the top of this slide is our Title I, Part D, Subpart 2 webpage. There are several helpful resources on this page. So, we encourage you to take a look at everything that's on this page. I'm just going to highlight a few here today for you. The first one is our Title I, Part D, Subpart 2 resource guide, and this is a broad ranging guide that covers many topics. It's kind of the nuts and bolts of Title I, Part D, Subpart 2. Especially if you're new, I encourage you to review this resource guide, and even if you're not new to the program, it would be a great reminder of the requirements to review this document. It covers several topics. It goes into detail around allowable uses of funds, and also examples of unallowable uses of funds. It goes over the district

responsibilities, data reporting requirements, and it also has a really helpful calendar which goes month to month throughout the year, going over what both the districts and the neglected/delinquent facilities should be doing at different points in the year.

And then I also want to point out a brand-new resource that we recently just created and posted which we're calling the GEM\$ application worksheet. So, this is basically a word document where we took the questions that are in the Part D sections of our GEM\$ application and we put them into a word document. And we made this because we thought it would be helpful for districts and facilities to work together and share back and forth when they're working on the GEM\$ application.

The application in GEM\$ is only accessible, and will only be completed by, the district representative.

But a lot of the narrative questions will require the coordinator at the neglected or delinquent facility to provide some responses. So, we just thought this would be a helpful way to put it all into a word document, so that the districts can easily share it with the coordinator at the facility.

And this is just an optional document. Just use it if it's helpful to you. We are not collecting it. It's not in place of what's in GEM\$. The application will still be completed by the district in GEM\$. But this is just something to help you with your collaboration.

So, before we get into the application, I'm just going to go over some basic requirements around Title I, Part D, Subpart 2. So first, allowable uses of funds. The list that you see on this slide is not an exhaustive list. There could be more activities or uses of funds that you don't see on this list. But we put here the most common things that we do see funded with this program. Again, that resource guide that I mentioned has a more extensive list of allowable costs, and also some costs that are not allowable. So, I encourage you to take a look at that as well. But the most common that we see funded through this program are for number one, supplemental additional staff. So, teachers, assistants, or other staff that are providing some kind of instructional support to the students. We also see a lot of supplemental supplies, especially instructional technology, software programs, things like that, and other educational materials. Professional development is also a common one. We see some funding for family engagement activities, health and social services activities, such as counseling, mentoring, substance abuse prevention, and then we also sometimes see transition services. So, helping the students to transition from their facility back to the public school, or on to higher education or employment. Keep in mind that all of the activities being funded by Title I, Part D, Subpart 2 must be supplemental. So, these are activities that are in addition to what the neglected/delinquent program would normally provide or would be required to provide to the student.

As I think most of you are aware, each year the district and the neglected/delinquent facility will develop and sign a formal agreement, which we do collect as part of the application, and this is the

agreement between the facility and the district that lays out certain information of how they will work together throughout the year. At a minimum, we would want to see included in this formal agreement - general information about the facility - so who are the students at the facility? What is the programming that is provided? And then it'll go over some of the fiscal aspects of the payment. What kind of information is the district collecting fiscally? Invoices, purchase orders, things like that. And then how the district will go about monitoring the facility which I'll go over some of the requirements of that in a minute. And then both parties would sign it. So, the Title I director at the district, or sometimes it's a school business official, and then the coordinator at the Part D facility would sign it as well. We do have a template that you can use to get started with developing your formal agreement, and I put the link there. You're not required to use our template. That's just something that you can use if it would be helpful to you. And we would encourage you to be as detailed as possible in this formal agreement. Because it really sets up your collaboration for the entire year and sets out the expectations of both parties.

So, I'll just go over some of the district responsibilities. Now as the fiscal agent for these funds, this allocation, the Title I, Part D allocation is budgeted as part of the district's Title I, Part A budget. You will see it set aside on the Title I District Reservations page, and we will show you that when we do a live walkthrough of GEM\$. And then the district has a responsibility of ensuring that the funds are spent in a way that was outlined in the formal agreement and was agreed upon between the facility coordinator and the district Title I director. So, some of the fiscal oversight may include the district collecting things like time sheets and invoices or purchase orders, and also the district would want to set up with the facility some periodic check-ins throughout the year, with the coordinator at the facility. And you can determine what will be the best way to do this. I know some districts actually go out and visit in person at the facility. You could also set up, for example, quarterly you know, phone calls or Zoom Meetings just to check in and make sure that things are going according to plan, throughout the year.

The district also has a responsibility to monitor the facility to make sure that the facility is carrying out the responsibilities as outlined in the formal agreement, and also complying with all the rules and regulations of the grant, spending the funds on activities that they said they were going to spend them on. So, as I mentioned before, it's really important to set up clear expectations and a plan for communication and oversight at the beginning of the year, so that there are no surprises throughout the year. Last year we ran into a few instances of districts notifying us towards the end of the year that the facility hadn't spent, you know, any of their allocation. And now it was towards the end of the year, and they didn't know what they should do. So, we want to avoid those types of situations. And a way to avoid that is for the district to be checking in periodically at different points of the year, to make sure, you know, are the funds being spent in a timely manner, and are they being spent in the way that they were intended to be spent when you set up your formal agreement.

And the other thing that the district would do at the end of the year is an evaluation of the impact of the Title I, Part D activities at the facility. So, similar to what the district would do with their own Title I program in the public schools. At the end of the year, they would evaluate the activities that were funded by Title I to make sure that they were having an impact on students. So, they would do

the same thing with the Title I, Part D funds, working in collaboration with the facility. So, I think in this case it's important to upfront, you could even put this in your formal agreement, to determine what data you're going to be looking at for each activity that you're funding with Title I, Part D, so that you can set up a plan to evaluate that program at the end of the year. So now I'll get into some more detail about what is in the actual application in GEM\$ and Michelle will be doing a live walkthrough of GEM\$ after we go through the slides, so you'll see what it actually looks like in GEM\$.

The Title I, Part D application is included as part of our ESSA Consolidated Grant application in GEM\$.

So, this application includes Title I, Parts A and D, Title II, Title III, and Title IVA. District staff with the role of grant writer in GEM\$ for the ESSA Consolidated Grant will be the ones to complete this application in GEM\$. So again, the facilities do not complete this in GEM\$, they do not have access to GEM\$. This is only a district facing application, so the district will work with the facility, collaborate on the narrative questions, and then the district Title I grant writer, will be completing and submitting the application in GEM\$. As I mentioned before, the narrative questions will require a lot of back and forth and collaboration with the facility coordinator. And that's why we created that word document worksheet to help you all collaborate together on that.

All of the questions in the narrative sections in the Part D application are based directly on the statute, The Elementary and Secondary Education Act, section 1423 is the section that speaks to Title I, Part D, Subpart 2. So for those of you who've been doing this for a couple of years, you'll remember that last year, when we first put the application in GEM\$, the Part D sections were really expanded upon from what we had in previous years, and we really went back and looked at the law in detail, and the law really states and lists out all of the things that are required within the application. So that's what we based our questions on. So, you'll see if you did it last year, you'll see that it's basically essentially the same as what we had last year in GEM\$.

The due date for the ESSA Consolidated Grant application is September 9<sup>th</sup>.

Okay, so I'm going to go over exactly what questions are in GEM\$. And then, as I mentioned, Michelle will take you on a live walkthrough through GEM\$, but this is what you'll see when you go into GEM\$, into the ESSA Grant. This is the sections page of GEM\$, which is the page that shows all of the individual forms within the ESSA Grant application. So, you can see under the Title I section, Title I, Parts A and D, we highlighted the 3 forms that are specific to Title I, Part D, Subpart 2.

So first, we'll ask you to complete some program details about the neglected or delinquent facility that the district is working with. So, you'll have to fill out the contact information of the coordinator at the facility, we'll ask for a description of the facility - so who are the children and youth that are

served there? What types of programs are provided to them?

And then you'll see a little chart that you'll need to describe each activity that you're funding with Title I, Part D, Subpart 2 funds, and you'll describe each activity. You'll indicate the exact amount of funding that's going to that activity. We ask you specifically to explain to us how the activity is supplemental, or in addition to what is required, or what is already provided at that facility. And then we'll ask you to tell us how you're planning to measure the effectiveness of the activity. So what data do you plan to look at to determine if that activity is having the desired effect on the students.

We'll then ask you some questions about how the Title I, Part D, Subpart 2 funds will be coordinated with other programs. So, you'll provide a description of how the Title I, Part D program will be coordinated with other state, federal, and local programs. How participating schools and districts will coordinate with the neglected or delinquent facilities to make sure that all the children at the facility are experiencing an educational program that is comparable to the one in the public school district. And you'll tell us how families are involved as appropriate. So, some of these questions the coordinator from the facility will need to answer, and that's when that worksheet might come in handy.

We'll also ask you about transition, so you'll tell us how the district and the facility will help facilitate successful transitions for the students who are returning to the public schools from the facility, or, for that matter, are going on to other education programs or going on to employment.

And then there's a couple of questions that the district will really need to respond to around how they will plan to monitor and evaluate the facility. So, the district will provide a description of their plan to monitor the facility to ensure that the funds are spent the way they were outlined in the formal agreement. So here you could tell us, you know, if you set up periodic visits or virtual meetings with the facility, or you could tell us what kind of documentation, fiscal documentation you might collect from the facility. And then the district will describe the plan to evaluate the impact of the activities at the facility. So, here's where you can tell us what data you'll ask the facility to report to you at different points in the year, and then at the end of the year, so you can have a good sense of whether those activities were effective.

And then I talked about the requirement of the formal agreement. We will collect this, the formal agreement with the application, so the district will need to upload the signed copy of that formal agreement into GEM\$. If a district has more than one neglected or delinquent facility that they work with, we would expect to see more than one formal agreement. They would have to upload one for each of the facilities that they work with. If you did this last year, you'll remember that last year we also asked you to upload the agency charter for the facility or some type of legal documentation proving that the facility meets the definition of a neglected/delinquent facility. We are not collecting

that information this year, and this is because that type of documentation doesn't really change or wouldn't typically change from year to year. So, since we have it from you from last year, we do not need to collect it again this year, and if there is a new facility that opens up, part of our process for approving them as a new facility is to collect that legal documentation before we can approve them as a facility. So, moving forward, we'll collect it that way.

Okay, so Michelle is going to be doing a live demo in GEM\$. Before we move on to that, we'll pause for questions. Michelle, were there any questions that came into the Q and A?

**Michelle Thomas:**

We don't have any at this time.

**Julia Foodman:**

Okay, great. So, we'll go into our live demo in GEM\$.

**Michelle Thomas:**

Okay, so I'll be walking you through the demo. We're going to walk you through a demo of just t Title 1, Part D, subpart 2 related pages of the ESSA Title 1, Part D, subpart 2 application today. If you would like more general information on the ESSA application process, like the instructions or any other information on the general application.

The Federal Grants office just published the Fiscal 25 ESSA Webinar that's located on our GEM\$'s website that you can have, you can access to watch. That webinar could give you more detailed information on the ESSA application as a whole. But today, for these purposes will just be focused on Part D, Subpart 2.

So, we're going to start you off here on the main page. So here on the main page of the ESSA application this gives you all of the headings and links to each section of the ESSA application. We're going to start you off on the allocation page. So, while that loads on the allocation page, I can kind of explain before we can show you. So, on this page, it shows you the total amount that's been allocated to the facilities. And just a heads up, we're using the test version of GEM\$ for the purpose of this demo today, so the numbers here are not accurate numbers for fiscal 25. They're just here for the purposes of the demo. So right there you'll see, as I said before, the total amount that's allocated. For the facilities in your district.

Next, we're going to go over to the reservation page, and the Title one reservation page. This is

another place where you'll be able to see the full amount allocated to the facilities. So, this amount will be the same as what we just showed you on the allocation page and this amount will automatically populate and pull into line 3 on this page. So, you see that there's grayed out because it's going to automatically populate for you. And so, the next page we'll check out is the narrative pages. So, we'll go to narrative page 1. First, the box at the very top of this page will automatically be checked for those of you who have the part D allocation. So that will be checked off, which says that you you're required to complete this page. Also, at the top of this page there are a bunch of resources, including links to the resources. Like, we have the link to the QRG. And we also have a link to that resource guide that we mentioned earlier in the webinar. So, there's some resources here for you.

As we scroll a little bit down for the program details. You'll be able to select your facility from the dropdown menu. The application requires you, though, to enter the contact information for the facilities like the contact's name and the email address and phone number. This information wasn't automatically populated because we know that your contact information can change year to year. So, we asked that you input that information as well.

For the program details, for those of you that have multiple contacts for facilities. And if you have multiple facilities, you can add a row. By clicking that, add a row there. And then just adding in the additional information on the added row.

So, we could scroll down to the activity section. And here you'll want to add a row for the various activities the district, and the facility has decided to fund with the funds. The total amount of all the activities described and listed on this page should equal the total amount of the allocation. And Julia, just selected to show you how to add a row. So, you want to be as detailed as possible for the for the different buckets for the description, the activities, and all the information there. And also, to just a heads up, you want to make sure you scroll all the way to the right. When you're entering these activities. And input the facility that this activity is connected to. And this will be especially important for the districts that have multiple facilities. So, we can kind of see which activity item is connected to that facility.

So, I think now we'll move on to the second page of the narrative. Another way to move through the pages which Julia is using now is to go up to the Save and go section and then toggle down to the page that you want, so we'll show you an example of how to get there this way as well. And again, on this the second narrative page the box at the very top of this page will also be auto selected for you. Because that indicates that this is required for you to complete as well. Many of the questions on this page will require the district and the facility to kind of coordinate with each other. To generate the answers, these are more open, ended questions, and for both the narrative, page one. And for narrative. Page 2. But especially for this page. The worksheet that Julia mentioned earlier in the webinar may be a good resource and help you to complete some of these questions. So, once you've completed all these answers. All the way on the bottom of this page, this is where you'll

upload the signed formal agreement that was mentioned earlier. If you have, as Julia mentioned earlier, if you have more than one facility in your district, a formal agreement for each of those facilities is required to be uploaded in the section.

So next we'll go over to the assurance page. So, we're toggling over to the assurance page. You'll want to read through all of the different assurances and then just make sure that you click that button, and on that that box on the bottom. That basically lets us know that the district acknowledges and will comply with all the different requirements. For these funds.

And then the last page we'll walk you through will be the budget page. Julia is using the sections page on the main page to get there, and then you could just click the budget link for title one. So, once you've completed the narrative pages, select the appropriate boxes on the assurances, and upload all your agreements, the last step is just to make sure that the full allocated amount is reflected on your title. On the budget in most cases, we see districts put the full allocated amount on one contracted services budget line. But, if you prefer to itemize it out, you're free to do so as well. We can kind of walk you through how to create that budget line today.

So, you just have to select "Add budget detail" right there. It's kind of small, so right there on the blue banner, and then you'll want to select the appropriate object code and function code that best fits on the services that are going to be provided. So here we're using contracted services, major, and just to make a note, for contracted service, if you're going to use this, i.e. one budget line and use contracted services, you'll want to make sure you use, "Major", because it's over it's over 25,000. If it's below that, then you can use the regularly contracted services. So, we're selecting the pupil services, and then you want to make sure you select the corresponding primary function tag. You want to make sure also to select the part d sub part 2, function ta blue function tag as well. That function tag is what kind of communicates to the GEM\$ system. That the full allocated amount is budgeted, and then in that avoid creating any errors for you. All the other tags for the purpose of just for part D, sub part 2 doesn't really apply so you could disregard those other tags. Lastly, you want to just then add the amount of allocation. So, for the purposes of this demo, it was \$47,007.43 that was the total allocated amount for this district. So, you want to put that in as well, and then you could click, "create" on the bottom to create. Just to backup, for the narrative you can just put "Title one Part D sub part 2", because, as you saw there was a narrative page where there was a lot more details. So, you don't really have to go into too many details here, because we already have it on the narrative from the Activity Page. So that description will suffice. And then you would click, "create" and that creates that budget tag for you.

So, I think That concludes the walkthrough of the application. If you have any questions after this webinar. If you have any questions after the webinar we have a contact. We have the Federal Grants contact office information here. And also, a link to your district's liaison. And so, we have some more time. Please feel free to use the Q&A function. If you have any questions, we can answer them for you today.



So, Julia, we do have one question that just came through it says, Does the N/D school have access to GEM\$ to complete this information, or is it all on the district?

**Julia Foodman:**

Yeah, this is a good to review this. I know this was mentioned. So only the districts have access to gems.

So, the facilities do not have access to go into gems and complete this and that's really the reason why we created that word document worksheet, where we basically just took all of the questions from gems. And put them in a word document, just to have a document that the districts can send to the facility and share back and forth so that the facility can input some of their responses to the question. And then the district will have to. Then take that and input all the responses into gems and submit it through gems. Do we have any other questions.

**Michelle Thomas:**

Any other questions that came in.

But, as I said before, all of the slides in this webinar will be posted after this webinar on the GEM\$ site so you'll be able to access all these, and all this information and all the links to the resources are also linked in the slide deck for you.

**Julia Foodman:**

And we can stay on for a couple of minutes in case people have any lingering questions that they want to put in the QA. But of course, as districts get started on this process. You can always reach out to us if there are questions along the way. Thanks. Everyone.

**Michelle Thomas:**

Thank you all for attending.