

205

00:30:42.250 --> 00:30:46.959

Lynn Bauer, NDTAC: Welcome, everybody, to this first official session for today.

206

00:30:47.180 --> 00:31:04.470

Lynn Bauer, NDTAC: As Christine noted, we've got the Title I, Part D program office joining us from 1.30 to 2.30 to give the federal program update. And as it typically is, it'll be an overview of anticipated program changes, talking about

207

00:31:04.830 --> 00:31:11.600

Lynn Bauer, NDTAC: Some of the more complicated and challenging topics, use of funds and data.

208

00:31:11.970 --> 00:31:15.209

Lynn Bauer, NDTAC: And the speakers include Heather and Jeff.

209

00:31:15.850 --> 00:31:17.270

Lynn Bauer, NDTAC: I'll turn it over.

210

00:31:26.040 --> 00:31:27.010

Jeff Buehler, Dept of Education: Did I do it?

211

00:31:27.950 --> 00:31:28.850

Jeff Buehler, Dept of Education: Does it work?

212

00:31:28.850 --> 00:31:29.869

Kristine Chan, NDTAC: Yes, it did.

213

00:31:29.870 --> 00:31:39.089

Jeff Buehler, Dept of Education: All right. It changed my view and everything, so I'm gonna do it. But anyway, which side? Hey, everybody, so excited to be with you all.

214

00:31:39.190 --> 00:31:44.939

Jeff Buehler, Dept of Education: At least virtually, would like to be given high fives and hugs and whatnot, but,

215

00:31:45.100 --> 00:31:48.669

Jeff Buehler, Dept of Education: It's always great to go after that.

216

00:31:48.910 --> 00:31:53.829

Jeff Buehler, Dept of Education: Recognition when everybody's feeling good, and that we're here to keep the party started.

217

00:31:54.030 --> 00:32:02.050

Jeff Buehler, Dept of Education: So we put a lot of time each year into thinking about these federal program updates, and what we want to share,

218

00:32:02.400 --> 00:32:11.770

Jeff Buehler, Dept of Education: You know, because we feel like we learn so much from you throughout the year, so we try to put it together in these federal updates and try to give you what we feel is the most

219

00:32:12.110 --> 00:32:19.620

Jeff Buehler, Dept of Education: You know, useful information for you, in your grant administration and working with the, subgrantees.

220

00:32:22.950 --> 00:32:31.439

Jeff Buehler, Dept of Education: We're gonna do some general Department of Education updates first, and then we're gonna get into our monitoring updates, and that'll include both

221

00:32:31.580 --> 00:32:49.910

Jeff Buehler, Dept of Education: You know, what's happening in our world of monitoring or monitoring plans, but this is really where we're going to share a lot about what we learned through the monitoring process, and how you could use that to kind of improve your program and get ready for, you know, that day when monitoring,

222

00:32:50.190 --> 00:32:52.280

Jeff Buehler, Dept of Education: Opportunities come your way.

223

00:32:52.790 --> 00:33:02.729

Jeff Buehler, Dept of Education: And then we're gonna... we're gonna talk a lot about data here, you know, from the agenda. We're gonna dive into your state's data tomorrow.

224

00:33:03.020 --> 00:33:10.210

Jeff Buehler, Dept of Education: So we're gonna, we're gonna help, lay the foundation for all of our data work and things going on there.

225

00:33:11.300 --> 00:33:20.159

Jeff Buehler, Dept of Education: We're gonna start off with some... some of the best news of all, and to let you know that we're still here to serve you. Heather and I,

226

00:33:20.310 --> 00:33:22.049

Jeff Buehler, Dept of Education: We,

227

00:33:22.350 --> 00:33:37.339

Jeff Buehler, Dept of Education: I just celebrated my fourth anniversary at the Department of Ed at working for Title I, Part D. I know Heather has, almost to 5 years, but we're so, so, so excited to keep working with you and keep building on all the relationships and

228

00:33:37.780 --> 00:33:42.420

Jeff Buehler, Dept of Education: Successes that you all have been building at the ground level.

229

00:33:42.690 --> 00:33:48.399

Jeff Buehler, Dept of Education: For all the people who are kind of new, we'll just kind of introduce ourselves, give you a little bit of background about us.

230

00:33:48.510 --> 00:34:06.199

Jeff Buehler, Dept of Education: so Jeff Buehler, I've been program officer here at Department of Ed, focused on Title I, Part D the whole time. My background is I started off as a teacher, did that for about 10 years, did, education nonprofit work for about 10 years in the world of out-of-school time learning.

231

00:34:06.400 --> 00:34:17.139

Jeff Buehler, Dept of Education: Then I was a federal contractor for monitoring and technical assistance of the 21st Century Program before joining the department and the Title I, Part D program.

232

00:34:17.250 --> 00:34:25.780

Jeff Buehler, Dept of Education: I live and work in Missouri, and my word is available.

233

00:34:26.030 --> 00:34:35.249

Jeff Buehler, Dept of Education: Because we always want to... we... Heather and I really make a... pride ourselves in being available for you anytime you want. You're not just sending us messages.

234

00:34:35.340 --> 00:34:50.040

Jeff Buehler, Dept of Education: But, we set up calls short... if, you know, you send us a question, like, hey, can you hop on the phone and try to talk things out and give you responsive support? So I'm going to pass it over to Heather, so she can tell you a little about herself.

235

00:34:50.730 --> 00:34:59.399

Heather Denny, USED: So, for those of you who don't know me, Heather Denny, as Jeff said, I'm almost, to year 5 here at the department.

236

00:34:59.620 --> 00:35:07.330

Heather Denny, USED: So my background is also as a classroom teacher. I am a certified teacher, school counselor, and administrator.

237

00:35:08.610 --> 00:35:21.210

Heather Denny, USED: Started off in middle school, moved into high school, then became a homeless liaison in a school district, became the state coordinator here in Montana, where I live and work.

238

00:35:21.460 --> 00:35:28.140

Heather Denny, USED: And was a state coordinator for Title I, Part D, for McKinney-Vento, and for Title I, Part A.

239

00:35:28.360 --> 00:35:38.000

Heather Denny, USED: And then 5 years ago, came to the department as part of the ARP HCY program, and then moved over to Title I, Part D full-time.

240

00:35:39.310 --> 00:35:47.820

Heather Denny, USED: And have been full-time with Title I, Part D for about 3 years now, and my word is enthusiastic. I think,

241

00:35:48.120 --> 00:35:54.950

Heather Denny, USED: That is one thing you will see from both Jeff and I, is that we are very enthusiastic about the Title I, Part D program.

242

00:35:57.970 --> 00:36:07.669

Jeff Buehler, Dept of Education: We try to have fun with everything we do, that's for sure, because we love... we really enjoy the process of working with y'all and supporting you all.

243

00:36:07.810 --> 00:36:20.119

Jeff Buehler, Dept of Education: And, so while things haven't changed within the Title I, Part D team, we had... there is some, bigger changes we wanted to let you know about, and for that, I'm going to...

244

00:36:20.230 --> 00:36:30.290

Jeff Buehler, Dept of Education: introduce you to the smile behind all the emails you receive as our supervisor, Patrick Rooney, for their next ed update.

245

00:36:32.270 --> 00:36:40.559

Patrick Rooney: Hi everybody, thanks for letting me crash your meeting for a little bit of time. I have been at the department now for,

246

00:36:41.440 --> 00:36:52.579

Patrick Rooney: almost 25 years. I've actually... officially, it's been about 25 years, but I started actually in July of 2000, so I'm coming up on the 26th anniversary of when I started.

247

00:36:52.710 --> 00:37:10.590

Patrick Rooney: But I left for a short bit of time and worked at the great state of DC for a bit of time, so I... I got a little bit of experience of what it's like to... to be in your shoes at the state level, and decided I like the federal level better. You guys deal with a lot... a lot of craziness at the state level, so I... I definitely... I appreciate that.

248

00:37:10.680 --> 00:37:15.340

Patrick Rooney: I have been working on Title I, Part D, I think now for

249

00:37:15.910 --> 00:37:32.599

Patrick Rooney: six... six and a half years or so, which seems kind of hard to believe that it's been that long. And I think my word would be learning, because I feel like I'm constantly learning and leaning a lot on Heather and Jeff, who I can vouch,

250

00:37:32.750 --> 00:37:41.260

Patrick Rooney: bring the enthusiasm and the energy and joy to Title I, Part D on a daily basis, and are a great team to work with, and I...

251

00:37:41.430 --> 00:37:45.990

Patrick Rooney: Rely on them a lot, and also appreciate the heck out of them. So, hope you guys do too.

252

00:37:47.100 --> 00:38:00.829

Patrick Rooney: A couple updates that I wanted to share just off the top. You know, I... I suspect you've been reading the news, and you've been watching some of, kind of, what's been happening at the U.S. Board on Education. The good news is, Heather and Jeff are your Title I, Part D.

253

00:38:01.320 --> 00:38:16.329

Patrick Rooney: Title I, Part D team, and they will continue to be your Title I, Part D team, and continuing to provide assistance to you as you are moving forward and everything that you're doing, that is not going to change.

254

00:38:16.470 --> 00:38:19.859

Patrick Rooney: We are, as you know.

255

00:38:20.270 --> 00:38:23.380

Patrick Rooney: As an agency, in the process of...

256

00:38:23.600 --> 00:38:33.880

Patrick Rooney: co-administering all of our ESEA programs with other agencies. The majority of them are going to the Department of Labor and,

257

00:38:34.640 --> 00:38:39.980

Patrick Rooney: We're still working out exactly what that means in terms of... All of us, and...

258

00:38:40.550 --> 00:38:53.230

Patrick Rooney: how we will work with the Department of Labor. I think there's a good chance that we will all be detailed at the Department of Labor, but we will continue to be your points of contact, and our email address will be, you know, title1D at ed.gov.

259

00:38:53.270 --> 00:39:01.819

Patrick Rooney: You know, we'll still be working closely with NVTAC. None of that's gonna change for how you work with us. So it's more just kind of on the...

260

00:39:03.550 --> 00:39:09.280

Patrick Rooney: on the back end of ours, of what that looks like, and I suspect we'll have more information to share

261

00:39:09.550 --> 00:39:13.249

Patrick Rooney: Later this year, as we're... we're getting further along in...

262

00:39:13.570 --> 00:39:21.990

Patrick Rooney: What that work looks like on a day-to-day, and, you know, we are going to do everything in our power to minimize impact on you and to make sure that we're still being responsive.

263

00:39:22.110 --> 00:39:24.419

Patrick Rooney: For July 1,

264

00:39:24.510 --> 00:39:35.139

Patrick Rooney: I know we've said this, but just to make sure I'll say it to all of you on this call, on this meeting, the July 1 grant awards, or Title I, Part D, will continue to come out

265

00:39:35.190 --> 00:39:48.469

Patrick Rooney: via G5 to each state. So, you will keep using G5 the way you've always done it. You'll get your grant awards on July 1 the way you've always gotten them. That is not changing this year. So that hopefully provides some assurance to you and your

266

00:39:48.610 --> 00:40:02.940

Patrick Rooney: your finance folks and your subgrantees that you... you're not going to have to deal with any changes this year, and then we'll see what... what that entails for next year. But for July 1 in a month, you know, we will get your

267

00:40:03.210 --> 00:40:05.279

Patrick Rooney: Final grant award,

268

00:40:06.130 --> 00:40:14.229

Patrick Rooney: your final allocation notices sometime in late June, like we always do, and then the grant awards themselves will come on July 1st.

269

00:40:14.900 --> 00:40:22.480

Patrick Rooney: The other change is kind of more on the back end. We're reorganizing a little bit within

270

00:40:22.530 --> 00:40:39.959

Patrick Rooney: the department within the Office of Elementary and Secondary Education, as we're... we're lining up for this, co-administration of our programs with the Department of Labor and other programs that are going to the Department of Health and Human Services or the Department of Interior. And we are kind of moving some of our shares around.

271

00:40:40.030 --> 00:40:47.820

Patrick Rooney: And so there is a new group of people who are going to start working with you, and working with Heather and Jeff to support you.

272

00:40:48.140 --> 00:41:04.570

Patrick Rooney: I am going to be the Senior Director for an office that is similar to our name right now, which is... right now, we're the School Support and Accountability, we are becoming the State Support and Accountability Office, and, then Patrick Carr will be the Director of

273

00:41:04.760 --> 00:41:16.529

Patrick Rooney: A bunch of the formula grant programs, including Title I, Part D, and then, directly under Patrick Carr, will be Carlette, Kieser-Pigram, who will be the group leader

274

00:41:16.780 --> 00:41:26.989

Patrick Rooney: supporting Title I, Part D, as well as Title III, Part A, and the McKinney-Vento Homeless Assistance Program. So, the structure actually

275

00:41:27.060 --> 00:41:43.110

Patrick Rooney: from that perspective, it's gonna look pretty similar to how it looked a couple years ago when we had Title III and Title Id foster care and homeless all together in one group. That is... we're bringing the band back together, so to speak, and Carlette will be the group leader for that.

276

00:41:45.730 --> 00:41:50.610

Patrick Rooney: But Heather and Jeff will still continue to be your point people for all things Title I, Part D.

277

00:41:50.880 --> 00:41:53.450

Patrick Rooney: And, I think that's...

278

00:41:53.650 --> 00:42:09.290

Patrick Rooney: That's all I wanted to share. I appreciate everyone taking the time. I was on... in and out for a bunch of yesterday's session, and I was really impressed by how engaged everyone was all throughout the conference, even up until Heather's eligibility quiz at the end. So, I appreciate everyone

279

00:42:09.290 --> 00:42:18.250

Patrick Rooney: committing to taking time for this conference. It's... I know it's a lot to do these virtually. I know it's much more engaging when we can all be together in person.

280

00:42:18.510 --> 00:42:24.109

Patrick Rooney: And we hope to do that again in the future, but at the... for this year, we're doing a virtual meeting, and we...

281

00:42:24.280 --> 00:42:30.409

Patrick Rooney: I want to thank you all for... for joining us and for being such active contributors.

282

00:42:31.230 --> 00:42:32.959

Patrick Rooney: Jeff, I'm gonna turn it back to you.

283

00:42:32.960 --> 00:42:37.269

Jeff Buehler, Dept of Education: The... Patrick, you think the reorganization may happen as early as June?

284

00:42:37.540 --> 00:42:47.860

Patrick Rooney: Yeah, it's imminent, which is why we wanted to talk to you about it. It's not in place yet. Thank you, Jeff. But it is in its final stages, so I suspect in the next...

285

00:42:49.360 --> 00:42:57.750

Patrick Rooney: two weeks, potentially, it could be in place. And I think Patrick and Carlette were gonna try to join to say hi at some point during this week. You know, they've...

286

00:42:58.270 --> 00:43:02.939

Patrick Rooney: have other stuff they're working on right now, but I know they're... they're keen to join for as much of the conference as they can.

287

00:43:05.920 --> 00:43:09.730

Heather Denny, USED: I can see Carlette in the participant list.

288

00:43:09.950 --> 00:43:14.510

Heather Denny, USED: I'm not sure if she's... Available to say hi or not?

289

00:43:14.510 --> 00:43:15.330

Jeff Buehler, Dept of Education: Okay.

290

00:43:16.910 --> 00:43:19.630

Carlette.KyserPegram: Hi, yeah, I am, so apologies.

291

00:43:19.970 --> 00:43:24.480

Carlette.KyserPegram: Twice. One, my camera's not working in Zoom for some reason, I don't know why, but...

292

00:43:24.530 --> 00:43:29.189

Carlette.KyserPegram: And also, I've been a little under the weather, so... My voice may sound a...

293

00:43:29.200 --> 00:43:48.389

Carlette.KyserPegram: a tad rustic. But thank you all for inviting me. I guess if I had to use a word, it would be exciting. I know a little about this program, simply because I have been in the Office of Elementary and Secondary Education since 2012, so of course, working with all of these great people you know a little bit about.

294

00:43:48.390 --> 00:44:02.060

Carlette.KyserPegram: most programs, but certainly working in my own areas. I've not had an opportunity to learn as much as I will, but I'm excited to work with this group. I popped in a couple of times yesterday, and as Patrick mentioned, people were engaged.

295

00:44:02.060 --> 00:44:09.800

Carlette.KyserPegram: And it was really exciting work. So, looking forward to working with you guys, and meeting you, and learning so much more about what you do.

296

00:44:09.820 --> 00:44:13.280

Carlette.KyserPegram: And, I promise the next time you speak to me, I,

297

00:44:13.320 --> 00:44:17.740

Carlette.KyserPegram: Which will sound a little bit more like myself, but thank you all.

298

00:44:20.210 --> 00:44:21.659

Heather Denny, USED: Thank you, Carlette.

299

00:44:22.060 --> 00:44:29.510

Jeff Buehler, Dept of Education: Yeah, glad you could make it. Looking forward to catching you up on the whole world of Title I, Part D. It only took me, like, 3 years, so...

300

00:44:29.880 --> 00:44:32.549

Jeff Buehler, Dept of Education: Wow, you're a faster learner than me.

301

00:44:33.500 --> 00:44:51.859

Jeff Buehler, Dept of Education: All right, thank you all. Again, we're gonna go to the rest of our program here, and, again, with this, here's a list of our coverage that Heather and I, in terms of our assignments for states. This hasn't changed since, you know, the last 9 months, or what... how much, you know, it's been.

302

00:44:52.040 --> 00:45:04.370

Jeff Buehler, Dept of Education: Again, you usually get two-for-one with us, right? If I'm your program officer and we have a call, you're probably going to have Heather also. We tend to do, all of our calls and meetings together.

303

00:45:04.410 --> 00:45:19.989

Jeff Buehler, Dept of Education: Because we learn from each other, and learn from you all, and we want to be consistent, and, you know, so you don't hear, oh, one program officer said this. So we try to make sure we're, whenever possible, we're, together on calls and whatnot.

304

00:45:20.400 --> 00:45:36.559

Jeff Buehler, Dept of Education: If you can't remember who's program officer, it's okay. We always have the Title I, Part D email there at the bottom. You're always encouraged to go ahead and copy, you know, the Title I, Part D in case, like, next week when Heather and I go on, separate vacations,

305

00:45:37.820 --> 00:45:43.229

Jeff Buehler, Dept of Education: You know, if you reach the email bot, then somebody can help you through that route also.

306

00:45:44.460 --> 00:45:51.540

Jeff Buehler, Dept of Education: We're... we're excited to continue to work with, IndyTech, with this new 5-year contract.

307

00:45:51.850 --> 00:46:01.970

Jeff Buehler, Dept of Education: That we just, was awarded a couple months ago. And people often have questions like, oh, when do I go to the program office, and when do I go to IndyTech with questions?

308

00:46:01.990 --> 00:46:13.109

Jeff Buehler, Dept of Education: Well, the good news is you can go to either one at either time, right? If there's a question that IndyTech doesn't feel like they can answer, they'll just... they'll copy us on a response.

309

00:46:13.110 --> 00:46:27.529

Jeff Buehler, Dept of Education: If you send it to us, and we feel like IndyTech can be a better help to you, we'll just copy them. So don't ever worry about getting it incorrect. There's no wrong answers. But in general, what we do is the program office will talk to you about

310

00:46:27.530 --> 00:46:34.750

Jeff Buehler, Dept of Education: You know, the formal side of the program, in terms of how to, you know, annual count questions, how to do that correctly.

311

00:46:34.790 --> 00:46:45.949

Jeff Buehler, Dept of Education: How to collect data, anything about if you're trying to work through facility eligibility, if you have a facility you're not sure about, you want to talk about it, we'll... we'll talk about those things with you if you want to...

312

00:46:46.190 --> 00:47:01.779

Jeff Buehler, Dept of Education: Understanding statute, allowability, allowable use of funds will kind of be the final word in those areas. You might have IndyTech on those calls with us, but we're kind of the authority there, right?

313

00:47:02.000 --> 00:47:16.050

Jeff Buehler, Dept of Education: But what IndyTech does directly is to really help you with program implementation. If you're looking for resources, anything to help do your job better, they're the experts on that. And we'll just say, hey, Dan, Obi Alma.

314

00:47:16.210 --> 00:47:22.930

Jeff Buehler, Dept of Education: Christine, can you... can you connect Alabama with, you know, something on, how to help them with the facility?

315

00:47:23.110 --> 00:47:31.889

Jeff Buehler, Dept of Education: And, so that's how we work together, you know? We have our... have our lanes, if you will, but, we... we tend to carpool.

316

00:47:33.200 --> 00:47:43.720

Jeff Buehler, Dept of Education: All right, so now for monitoring. This... these monitoring objectives, you've probably seen them if you've been around the last 4 years, we've been doing... because these haven't changed.

317

00:47:43.850 --> 00:47:55.900

Jeff Buehler, Dept of Education: We know that, when people say monitoring, the first thing that comes to mind is compliance, and of course, that's part of our job with you, and just like your job with your subgrantees.

318

00:47:55.990 --> 00:48:09.459

Jeff Buehler, Dept of Education: However, what really inspires us in the world of monitoring is that we really seek to understand, right? We seek to understand your state, because every state's different.

319

00:48:09.600 --> 00:48:26.629

Jeff Buehler, Dept of Education: how you implement your program based on your state structure, what are your challenges? How do you overcome those challenges? What are your successes? How do you achieve those successes? We try to learn as much as possible so that we can, you know, better support you.

320

00:48:26.630 --> 00:48:45.969

Jeff Buehler, Dept of Education: you know, with conferences, like, all these things that you see in the conferences and all the resources that IndyTech is producing, a lot of it comes from what we learned during the monitoring process, in terms of what you all need and what your subgrantees need to, you know, implement a quality Title I, Part D program.

321

00:48:47.530 --> 00:49:01.829

Jeff Buehler, Dept of Education: If you have... if you're not familiar with our monitoring protocol, it's been around for, I think, 4 years now, the full program monitoring protocol. I'm going to talk about some of the nuances of our monitoring strategies in a second.

322

00:49:02.700 --> 00:49:13.379

Jeff Buehler, Dept of Education: But if you're not familiar with the monitoring protocol, the main thing is it breaks down the statute and all the expectations for your office, right? And so.

323

00:49:13.430 --> 00:49:23.499

Jeff Buehler, Dept of Education: I know the protocols at the ED website, the protocols are at the IndyTech website, and a whole section to support your monitoring and preparing for monitoring efforts.

324

00:49:23.990 --> 00:49:32.350

Jeff Buehler, Dept of Education: And of course, if you ever want to say, Jeff, could you mail me that... email me that protocol, you know, we'll shoot it right to you, no problem there.

325

00:49:32.840 --> 00:49:52.409

Jeff Buehler, Dept of Education: But throughout the entirety of the protocol, it goes through all the requirement... federal requirements of the program. For Subpart 1 and Subpart 2, the different requirements for the annual count. Obviously, that's really important, that's

what generates your funding, so we want you to be... you and your subgrantees to be as accurate as possible.

326

00:49:52.770 --> 00:50:06.470

Jeff Buehler, Dept of Education: We... we... the monitoring process looks at the applications. Are you meeting all the requirements? How are you reviewing the applications to make sure not just do they meet the requirements, but they, you know, give...

327

00:50:06.510 --> 00:50:25.109

Jeff Buehler, Dept of Education: a... the program a good chance of success, you know, subgrantee eligibility, state plans, how your state administers your administration funds. Transition services, again, your Subpart 1 programs should be reserving and, and...

328

00:50:25.430 --> 00:50:31.240

Jeff Buehler, Dept of Education: Allocating 15-30% of their total award towards transition services.

329

00:50:31.510 --> 00:50:42.030

Jeff Buehler, Dept of Education: IndyTech has developed tons of resources around those transition services and what you could do to help subgrantees there, how you monitor your programs, and, of course, data

330

00:50:42.330 --> 00:50:58.710

Jeff Buehler, Dept of Education: quality and performance reporting. We're gonna get way into that, so there. The new thing this year, the newest in new, is we're doing a new version of the monitoring. Again, same requirements, but an abbreviated protocol.

331

00:50:58.830 --> 00:51:10.970

Jeff Buehler, Dept of Education: You might remember last year we started doing targeted protocol... targeted monitoring that looked at certain areas of the program. This is a form of targeted monitoring that's focused on your data.

332

00:51:11.040 --> 00:51:24.759

Jeff Buehler, Dept of Education: Looking at your data to, you know, look at both your program implementation and the success of, you know, success of your subgrantees of achieving educational outcomes.

333

00:51:25.400 --> 00:51:43.090

Jeff Buehler, Dept of Education: So what's different about this year, and this lighter touch data-driven monitoring, is, we're not doing subgrantee interviews here. We have had states include the subgrantees to be a part of it, but not your general interviews, in addition to the state interviews.

334

00:51:43.140 --> 00:51:56.560

Jeff Buehler, Dept of Education: And we... just a limited submission of documentations. We're really just looking at your applications, and then a breakdown of who are all the subgrantees, and, their, you know, the different awards that are made there.

335

00:51:59.420 --> 00:52:16.479

Jeff Buehler, Dept of Education: Again, we're going to dive way into data workbooks, you're going to get really... get a good look at your state data if you've never seen it before. But when we're monitoring, we use that to also look for, you know, the most common data issues. Eligibility, you've heard it a million times, we're going to keep saying it, about the

336

00:52:16.480 --> 00:52:21.060

Jeff Buehler, Dept of Education: Eligible... Eligible to be counted. Eligible to be served.

337

00:52:21.130 --> 00:52:32.529

Jeff Buehler, Dept of Education: If the missing program data, a lot of it is around assessments and overcoming the, the challenges of implementing assessments.

338

00:52:32.790 --> 00:52:36.419

Jeff Buehler, Dept of Education: In subpart... Title I, Part D programs.

339

00:52:36.840 --> 00:52:43.839

Jeff Buehler, Dept of Education: Then looking at your data controls, how do you collect data, the submission, how do you review it to make sure it's quality?

340

00:52:44.080 --> 00:52:55.819

Jeff Buehler, Dept of Education: And while we look at the applications, we also look at the budgets, and how are your programs allocating funds and making sure it's done, you know, in allowable ways that lead to positive education outcomes.

341

00:52:55.910 --> 00:53:04.599

Jeff Buehler, Dept of Education: A quick review here. This is kind of over the last 4 years of Heather and I being together on the program and the relaunching of the monitoring efforts.

342

00:53:05.110 --> 00:53:17.489

Jeff Buehler, Dept of Education: The... the first two years, we did, you know, full program monitoring. Fy25, we did 6 targeted reviews, and now we're at the... over the next

343

00:53:17.790 --> 00:53:33.060

Jeff Buehler, Dept of Education: whatever that is, 6 months from May, we've already started through August. We're going to work with 10 states on these data-driven monitoring reviews. We've already done 2 of them. Nine of the 10 states have been notified, so, you're likely not going to be involved in that one.

344

00:53:33.160 --> 00:53:42.169

Jeff Buehler, Dept of Education: It is our goal to, after we get done with data monitoring, to, do more full and targeted monitoring through the rest of the school year.

345

00:53:42.370 --> 00:53:54.249

Jeff Buehler, Dept of Education: And, you know, after that, we're not sure what's going to happen. A lot of what we do with monitoring is not just in Title I, Part D, but in coordination and collaboration with different offices. So.

346

00:53:54.250 --> 00:54:10.629

Jeff Buehler, Dept of Education: We're going to have to see what the situation's like and what our monitoring will look like. But again, this is the formal monitoring. We talk about full program... formal program reviews. We're also going to talk about other monitoring supports, like fiscal monitoring that we do throughout the year to support you.

347

00:54:10.630 --> 00:54:15.690

Jeff Buehler, Dept of Education: All the... all the completed reports are here, available at the website.

348

00:54:15.710 --> 00:54:23.049

Jeff Buehler, Dept of Education: I would only go back to FY23. If you go back before that, the monitoring protocol and everything's gonna look way different.

349

00:54:24.350 --> 00:54:42.420

Jeff Buehler, Dept of Education: So, what does monitoring look like? It's a partnership between us, IndyTech, and you, the states, at ED. We review the documentation, we work with you to select subgrantees that are interviewed, if that's the kind of monitoring we're doing. We facilitate all the interviews, we write... we write

350

00:54:42.420 --> 00:54:55.380

Jeff Buehler, Dept of Education: and publish the monitoring reports. IndyTech plays a valuable role. They review the documentation with us, they support us throughout the interview process, they contribute their expertise.

351

00:54:55.440 --> 00:54:59.629

Jeff Buehler, Dept of Education: and the resources as needed. They support through note-taking.

352

00:54:59.750 --> 00:55:07.570

Jeff Buehler, Dept of Education: But the most important part in monitoring is you all and your agency. So, you develop the agendas that work for your team.

353

00:55:07.570 --> 00:55:21.809

Jeff Buehler, Dept of Education: You will prepare and submit documentation ahead of time, get it ready, and so we have enough time to review it, and so when we come in to the monitoring, we have a nice conversation, and just about the nuts and bolts of your program.

354

00:55:22.100 --> 00:55:28.400

Jeff Buehler, Dept of Education: And again, if there's... if there's interview, subgrant interviews, we would work with you to develop those.

355

00:55:29.820 --> 00:55:39.849

Jeff Buehler, Dept of Education: So, over the past 4 years, going on 5 years, we like to... we like to say what are our biggest lessons? Some of these you might have noticed from previous

356

00:55:39.960 --> 00:55:50.600

Jeff Buehler, Dept of Education: at updates, because a lot of it is, continues to be, true, but we are going to expand on it more. So, as just, as you state.

357

00:55:51.190 --> 00:55:54.360

Jeff Buehler, Dept of Education: coordinator, really important to...

358

00:55:54.790 --> 00:56:11.789

Jeff Buehler, Dept of Education: stay in tune with your facilities that you're giving grants to. Now, this is a bigger issue with Subpart 1, but we're gonna get... or Subpart 2, but we're gonna get into some of the nuances of Subpart One, but a lot of the local facilities tend to... missions tend to evolve over time.

359

00:56:12.300 --> 00:56:19.450

Jeff Buehler, Dept of Education: And as their missions evolve, their focus and their priorities change, and that may change... impact their eligibility, so...

360

00:56:19.870 --> 00:56:32.189

Jeff Buehler, Dept of Education: If you don't know the... if you're newish, or even if you've been around a while, and you don't really know a program or a facility, get to know them and make sure that you're... you're in tune with them, and they're in tune with the Title I, Part D program.

361

00:56:32.750 --> 00:56:38.399

Jeff Buehler, Dept of Education: We allocate a lot of our resources, and through IndyTech.

362

00:56:38.500 --> 00:56:55.980

Jeff Buehler, Dept of Education: on supporting new state coordinators to... because we know coming in, I mean, it's probably one of the harder jobs to step into and understand, so we do a lot of new, new coordinator orientations. So if a lot of the new people here, they're, you know, we haven't had a chance to work with you.

363

00:56:55.980 --> 00:57:01.460

Jeff Buehler, Dept of Education: Please know that we have systems designed to really support you, not just the orientation.

364

00:57:01.460 --> 00:57:03.660

Jeff Buehler, Dept of Education: Pathways for new coordinators.

365

00:57:03.660 --> 00:57:11.580

Jeff Buehler, Dept of Education: Run by IndyTech to really kind of boost your learning and acclimation to the program, so please take advantage of those things.

366

00:57:11.960 --> 00:57:27.019

Jeff Buehler, Dept of Education: The... one of the big reasons we're going to talk... continue to talk more and more about data quality is because there's this direct link to program quality, right? The better the quality of data that you or your subgrantees and you produce.

367

00:57:27.250 --> 00:57:42.229

Jeff Buehler, Dept of Education: that shows you understand the program, you're in tune with the program. If everyone's able to have good data that actually has some meaning, then you can use that data to say, okay, what does this mean about our goals in terms of

368

00:57:42.230 --> 00:57:56.560

Jeff Buehler, Dept of Education: Getting high school credits, or, you know, high school graduation, or career technical education experiences. How can we use the data to inform our practices and make better learning experiences for our youth?

369

00:57:57.840 --> 00:58:14.319

Jeff Buehler, Dept of Education: Again, the more common areas for corrective actions, accounting and serving youth, making sure youth are eligible, making sure facilities are eligible, and then helping subgrantees with fiscal challenges. We're going to talk a little bit more about that in one second, we'll break that down.

370

00:58:16.690 --> 00:58:33.830

Jeff Buehler, Dept of Education: again, the counting and serving. Counting and serving, I've heard people talk about it in the coffee hour today, too, so obviously it's coming through that there's diff... there's similarities, but there's differences in the process of counting, and then later serving youth with those funds that are generated through the annual counts.

371

00:58:34.190 --> 00:58:42.250

Jeff Buehler, Dept of Education: Again, as programs change out of the town, over time, understanding the link between counting and serving. But what we're seeing with Subpart One, and

372

00:58:42.570 --> 00:58:54.309

Jeff Buehler, Dept of Education: It's a... this is a little bit surprising, but... because you think state agencies are a little bit better defined than the local, local facilities sometimes.

373

00:58:54.440 --> 00:58:56.739

Jeff Buehler, Dept of Education: But we're seeing a lot of...

374

00:58:56.920 --> 00:59:13.599

Jeff Buehler, Dept of Education: confusion, is this... is this a state agency, or is this... and ultimately it comes down, is the state responsible for the education of the youth, right? The... your state structure, and we've had different state laws impact this in so many ways.

375

00:59:13.710 --> 00:59:25.090

Jeff Buehler, Dept of Education: But if the state is responsible for the education of the youth, then it's likely going to be a state agency, even if it doesn't normally look like what a state agency might... you might think it is, so...

376

00:59:25.270 --> 00:59:36.189

Jeff Buehler, Dept of Education: Misinterpreting the definitions, again, we harp this a lot, is let definitions be your friend. If you're trying to figure out if a facility is subpart 1 or subpart 2, or neither.

377

00:59:37.050 --> 00:59:40.120

Jeff Buehler, Dept of Education: The more you can stick to the definitions.

378

00:59:40.210 --> 00:59:57.980

Jeff Buehler, Dept of Education: You know, that's... that's the most confident you can be. And we... this is... this is one of the things we have the most meet... one of the most calls about, and a state will call, and we'll both get... all get on and talk about it, and just try to get as much information, and how does it meet... that doesn't meet this definition.

379

00:59:58.230 --> 01:00:17.020

Jeff Buehler, Dept of Education: And then when we've had states that have had to work with facilities that have not met the definition and talked to them about how they're going to have to end their funding because they're not an eligible facility, then the states themselves rely on those same definitions. And if a program's like, oh, you know, of course they don't want to lose funding.

380

01:00:17.020 --> 01:00:28.300

Jeff Buehler, Dept of Education: If they start to argue, then it's like, okay, well, show me how you meet this definition as an... for one of these eligible facilities. So we really emphasize those definitions.

381

01:00:28.410 --> 01:00:39.160

Jeff Buehler, Dept of Education: We've noticed that a lot of sub... there's a tendency for Subpart 1 to focus on certain genders and age groups, and sometimes overlook others that are eligible facilities.

382

01:00:39.630 --> 01:00:43.470

Jeff Buehler, Dept of Education: And again, the annual count process. Again.

383

01:00:43.610 --> 01:00:58.979

Jeff Buehler, Dept of Education: Don't take it for granted, make sure your agencies, and then again, Subpart 2, it's the same thing, make sure they know how to do it accurately. They're different for Subpart 1, different for Subpart 2. And then when you get those annual counts, before you send it off to Department of Ed.

384

01:00:59.590 --> 01:01:08.800

Jeff Buehler, Dept of Education: review them, and do they make sense, based on what you know, based on what you've seen in their applications, based on what you understand, and try to help them be as accurate as possible.

385

01:01:09.890 --> 01:01:24.009

Jeff Buehler, Dept of Education: And then, same thing for Subpart 2, but what we see more in the Subpart II annual account, is the tendencies for those local facilities just to count the beds, the number of beds. Like, we'll see a number like number 8 every year in their annual account.

386

01:01:24.240 --> 01:01:42.389

Jeff Buehler, Dept of Education: And remember, the window is a 30-day window, so if they're actually serving, you know, 11, you know, their count should be 11 instead of 8, or 16 instead of 8 over that window, and they're not doing the count accurately, they might be short-changing themselves, or short-changing your state because you're not doing it.

387

01:01:42.510 --> 01:01:47.760

Jeff Buehler, Dept of Education: Right? You also don't want to overcount, but you don't want to undercount either. You want to be as accurate as possible.

388

01:01:48.730 --> 01:01:52.540

Jeff Buehler, Dept of Education: Alright, so facilities receiving services,

389

01:01:52.910 --> 01:01:58.210

Jeff Buehler, Dept of Education: In meeting the definition in terms of state agencies,

390

01:01:58.590 --> 01:02:17.540

Jeff Buehler, Dept of Education: we're just pulling a few things out here, the key things to remember, that to be an eligible facility, not just a state facility, but it has to have the regular program of instruction to be... to receive the Title I Part D funds. That means 15 hours in adult correctional institution, or 20 hours in a

391

01:02:17.550 --> 01:02:34.740

Jeff Buehler, Dept of Education: Institute for Neglected... Delinquent Youth, or Community Day programs. Again, if you're not up on the Community Day programs, that's another little nuance to all of this. So make sure, and I know, Indy Tech has a tip sheet for,

392

01:02:35.060 --> 01:02:37.320

Jeff Buehler, Dept of Education: Community day programs specifically.

393

01:02:37.950 --> 01:02:46.540

Jeff Buehler, Dept of Education: The other things we see is that for state agencies that are neglected facilities, again, this is subpart 1, neglected.

394

01:02:47.060 --> 01:02:59.800

Jeff Buehler, Dept of Education: There's so much that has to do with your state's law relating to what defines neglected, okay? So if you're not... not aware of what... how this impacts things, make sure that you know your state. We don't know your state's law.

395

01:02:59.970 --> 01:03:08.960

Jeff Buehler, Dept of Education: We know the federal law, but we... so every... and every state law is different, but make sure you know that, and make sure it aligns with your identification of neglected facilities.

396

01:03:09.250 --> 01:03:25.690

Jeff Buehler, Dept of Education: And again, delinquent... the word delinquent is used so many different ways in the public, but when we're talking about it, the key word is to be adjudicated. Adjudicated to be in need of supervision, right? To be delinquent or in need of supervision. So, adjudicated

397

01:03:26.030 --> 01:03:27.540

Jeff Buehler, Dept of Education: Is the key there.

398

01:03:27.760 --> 01:03:34.950

Jeff Buehler, Dept of Education: A lot of websites, a lot of programs will talk about serving delinquent youth, but they have to be adjudicated to be in need of.

399

01:03:35.050 --> 01:03:37.420

Jeff Buehler, Dept of Education: supervision. So, there's a reference there.

400

01:03:39.080 --> 01:03:51.440

Jeff Buehler, Dept of Education: So, while those are the Subpart 1 facilities, we also want to talk about the youth that can be served in the Subpart 1, because there's some... these are a little bit areas of confusion. So...

401

01:03:51.740 --> 01:03:58.909

Jeff Buehler, Dept of Education: In an eligible facility that has a regular program instruction, it can serve youth up to 21.

402

01:03:59.130 --> 01:04:00.610

Jeff Buehler, Dept of Education: Up through 21.

403

01:04:01.260 --> 01:04:06.780

Jeff Buehler, Dept of Education: If they... as long as they do not have a high school diploma or equivalent.

404

01:04:07.760 --> 01:04:10.070

Jeff Buehler, Dept of Education: If they do have a high school equivalent.

405

01:04:10.470 --> 01:04:17.339

Jeff Buehler, Dept of Education: and of age, then you could still allocate transition services, that 15% to 30%,

406

01:04:17.760 --> 01:04:26.349

Jeff Buehler, Dept of Education: can be used to serve those youth, even though they graduated, right? Helping them, if they're under 22, so 21 and under.

407

01:04:26.680 --> 01:04:30.469

Jeff Buehler, Dept of Education: And gradually, you could still use transition services to serve those youth.

408

01:04:32.120 --> 01:04:38.449

Jeff Buehler, Dept of Education: Alright, so Subpart 2 is where it gets a little... a little bit more confusing in general.

409

01:04:39.040 --> 01:04:44.659

Jeff Buehler, Dept of Education: Generally, local education agencies, school districts, if they... usually.

410

01:04:45.020 --> 01:04:54.079

Jeff Buehler, Dept of Education: usually, I'm using those words, potentially eligible by having local correctional facilities or community day programs within their boundaries.

411

01:04:54.190 --> 01:05:12.430

Jeff Buehler, Dept of Education: They're... to do an account... you generate the funds through the annual account, but as a state, you get... you have some discretion in how you award the money. And the big areas we see this impacted is in the definition of

412

01:05:12.480 --> 01:05:16.349

Jeff Buehler, Dept of Education: awarding to LAs with high numbers of percentages of youth, right?

413

01:05:16.740 --> 01:05:17.650

Jeff Buehler, Dept of Education: So...

414

01:05:17.980 --> 01:05:34.640

Jeff Buehler, Dept of Education: That is an area where you define that level, right? It's for your state's discretion, so if you do your counts in all the eligible facilities, and you have an LEA that turns in, I don't know, a count of 2 or 3 youth.

415

01:05:35.820 --> 01:05:50.409

Jeff Buehler, Dept of Education: you might not consider that a high number to serve them. They would still count and generate money for your program, but you might... you don't have to serve all the youth if they're not meeting that criteria of a high number or a percentage.

416

01:05:50.740 --> 01:05:55.560

Jeff Buehler, Dept of Education: And so this has been a lot of eye-opening for a lot of the states that we've worked with.

417

01:05:56.020 --> 01:06:06.909

Jeff Buehler, Dept of Education: is not understanding that nuance, that you count the students and generate it, but you don't necessarily serve them if it's not a high enough level number to actually run a program.

418

01:06:07.220 --> 01:06:15.960

Jeff Buehler, Dept of Education: So then you could use those funds to support. So, that's how you, as a state leader, can have some discretion to meet the different needs of your communities.

419

01:06:16.700 --> 01:06:21.920

Jeff Buehler, Dept of Education: And so when an LEA gets that Subpart II award again, like.

420

01:06:22.650 --> 01:06:32.399

Jeff Buehler, Dept of Education: They... the services need to be provided. Either they provide the services themselves, or they can contract it out to get those educational services done at the local facilities.

421

01:06:34.110 --> 01:06:53.409

Jeff Buehler, Dept of Education: Again, so with the students in Subpart 2 residing in that local facility, or in an eligible community day program, and that could include them getting services at a local adult correctional facility, you know, being separate and secure, of course. So that's also a possibility people didn't know about.

422

01:06:53.510 --> 01:07:00.790

Jeff Buehler, Dept of Education: Serving those youth through age 21, and again, those for youth who do not have a diploma or equivalent.

423

01:07:02.120 --> 01:07:10.450

Jeff Buehler, Dept of Education: So many states are really surprised to hear about this. Next slide, and that's understanding at the potential of at-risk programs. Now.

424

01:07:11.000 --> 01:07:19.470

Jeff Buehler, Dept of Education: for at... we're talking about at-risk, this has a statutory definition, right? There's a federal definition that we've added into the non-regulatory guidance.

425

01:07:19.840 --> 01:07:31.080

Jeff Buehler, Dept of Education: Also, there is room for state definitions in this area. So, as you look at the definition here, and again, when we say at risk in this sense, it means at risk of not graduating.

426

01:07:31.080 --> 01:07:40.480

Jeff Buehler, Dept of Education: So, if you look at the federal definition, you'll see things like teen pregnancy, chronic absenteeism, gang violence, different factors that could make a youth

427

01:07:40.600 --> 01:07:43.400

Jeff Buehler, Dept of Education: Higher at risk of not graduating.

428

01:07:43.520 --> 01:07:49.610

Jeff Buehler, Dept of Education: So, for Subpart 2 funds, you... LEAs can use some of their funds

429

01:07:49.820 --> 01:07:55.909

Jeff Buehler, Dept of Education: If they're meeting the needs of the youth and, you know, in the facilities, to serve at-risk youth

430

01:07:56.250 --> 01:08:02.230

Jeff Buehler, Dept of Education: in the LEA building. So, they meet the definition, either federal or state definition of at-risk.

431

01:08:02.760 --> 01:08:17.220

Jeff Buehler, Dept of Education: have programs in the LEA building, in the school buildings, and you can also serve other youth. So it's not just, you know, the youth who are adjudicated and things like that, it's at the youth who are

432

01:08:17.359 --> 01:08:25.350

Jeff Buehler, Dept of Education: meet the different definitions of at-risk, and you can also coordinate with other federal programs. You can serve youth who are experiencing homelessness.

433

01:08:25.560 --> 01:08:44.779

Jeff Buehler, Dept of Education: And that program, and migrant education, so there's a lot of flexibility. We understand this is a kind of a whole new world for a lot of you all, and so IndyTech is actively working on resources and sessions to help support that. And I know they've been presenting on it, too, so, that's an area that they can really support.

434

01:08:45.680 --> 01:08:54.150

Jeff Buehler, Dept of Education: All right, so common subgrantee fiscal challenges is what we see. A lot of it comes down to the subgrantees not drawing down funds.

435

01:08:54.220 --> 01:09:07.760

Jeff Buehler, Dept of Education: Well, either they create a bid budget for a program that's hard to implement, and they can't implement it successfully, or they create a budget to hire someone, and they have trouble hiring the person.

436

01:09:07.760 --> 01:09:26.170

Jeff Buehler, Dept of Education: And they're not... they don't draw down the funds, and the programs don't happen. So, that's not really acceptable, right? So, it's... it's really important

for you all to help them figure out ways to use the money to allocate the... implement the program. And again, this is somewhere IndyTech has helped several states.

437

01:09:26.430 --> 01:09:32.450

Jeff Buehler, Dept of Education: One recommendation, if you have this, this power, if you will,

438

01:09:32.800 --> 01:09:37.230

Jeff Buehler, Dept of Education: What we see when subgrantees only... only do...

439

01:09:37.229 --> 01:09:55.839

Jeff Buehler, Dept of Education: draw down their funds once or twice a year, that by the time the states realize they're behind schedule, it's often too late to spend the money, right? Because they didn't hire somebody, or they couldn't... they couldn't get a transition specialist, or whatever, so the money got unspent, and at the end of the year, they're like, okay, what do we do with all this money? Well.

440

01:09:55.840 --> 01:10:00.029

Jeff Buehler, Dept of Education: It's very difficult to spend money in that way. We can work with you on it, but...

441

01:10:00.250 --> 01:10:05.639

Jeff Buehler, Dept of Education: So, the more you can stay in tune with them, we would say... we would recommend at least quarterly.

442

01:10:05.840 --> 01:10:19.019

Jeff Buehler, Dept of Education: To make sure that they're on track to spend their funds. And because you get halfway through the year, and if they're not spending any money, they might need to revise their plan, so something's not working, and you need to make it work.

443

01:10:19.590 --> 01:10:31.029

Jeff Buehler, Dept of Education: We're gonna talk about, the allowability of funds a little bit, but it's just superficial level. Know that IndyTech has tip sheets and things like that to help you with the use of funds.

444

01:10:31.710 --> 01:10:39.379

Jeff Buehler, Dept of Education: We, at the program office, we coordinate with you... we communicate with you on a quarterly basis regarding your funding.

445

01:10:40.780 --> 01:10:54.929

Jeff Buehler, Dept of Education: And there's a lot of... there's a lot of confusion, because there's state fiscal years and federal fiscal years, so we're not going to try to settle that metal. But just know, when you get funds, you have 27 months to allocate those funds.

446

01:10:55.120 --> 01:11:14.909

Jeff Buehler, Dept of Education: So if you... then July 1st, 26th, you get your next funding, then that... you have those funds available to allocate to your subgrantees up through September. Then after that, you have a 4-month period to liquidate. You can't allocate the money anymore, you could only liquidate the funds that were allocated before.

447

01:11:15.470 --> 01:11:26.659

Jeff Buehler, Dept of Education: So we keep an eye on your first-in, first-out spending practices. You should spend your first award years first, before the second, before the third, because their availability ends.

448

01:11:26.840 --> 01:11:36.100

Jeff Buehler, Dept of Education: We work with bunches of states on their fiscal action plans to get them back on track in terms of spending their money, because you don't want to return anything.

449

01:11:36.620 --> 01:11:41.280

Jeff Buehler, Dept of Education: And... We work with states to... to...

450

01:11:41.610 --> 01:11:47.039

Jeff Buehler, Dept of Education: If they're interested in tidings waivers, which would give you more time to allocate the money.

451

01:11:47.200 --> 01:11:51.259

Jeff Buehler, Dept of Education: For late liquidation requests, if you need more time to liquidate the money.

452

01:11:51.480 --> 01:11:56.849

Jeff Buehler, Dept of Education: Either one of those we can help you with, but time is of the essence, okay?

453

01:11:56.890 --> 01:12:11.789

Jeff Buehler, Dept of Education: That's why, on a quarterly basis, if we see you're behind schedule, we'll email you, and we're like, hey, would you like to talk about this? What can we do to help you? So please, please take us up on those offers, because we really want to... the earlier, the better for all those things we talked about.

454

01:12:12.830 --> 01:12:28.579

Jeff Buehler, Dept of Education: Not going to get too into this flowchart here. This is just an example of the decision-making process that you have to go through as a state coordinator to determine allowability of funds. I know, it's enough to drive you crazy, right? This is eligibility, use of funds. Those are the two questions we get all the time.

455

01:12:29.210 --> 01:12:37.420

Jeff Buehler, Dept of Education: But there's a use of funds tip sheet. The link down there at the bottom is the IndyTech tip sheet to help you think through this process.

456

01:12:37.670 --> 01:12:48.819

Jeff Buehler, Dept of Education: So if you come, if you say, if you send an email and to say, Jeff, hey, we have a facility that wants to get to buy what, you know, this, is that allowable? Well.

457

01:12:48.890 --> 01:13:05.239

Jeff Buehler, Dept of Education: I don't... I don't know. I don't know your program, I don't know your grant... their grant, I don't know what... what the cost of that is in, you know, your part of the world. There's so many things I don't know, so the... the tip sheet is developed to help you, to empower you to

458

01:13:05.480 --> 01:13:09.919

Jeff Buehler, Dept of Education: Get all the information together that will help you make those decisions, so...

459

01:13:10.040 --> 01:13:18.900

Jeff Buehler, Dept of Education: We'll talk more of them along the way, but we have our links here. That's where our protocols and monitoring reports are.

460

01:13:19.260 --> 01:13:23.889

Jeff Buehler, Dept of Education: Nd Tech resource... resources there, and our program website, so...

461

01:13:24.110 --> 01:13:40.029

Jeff Buehler, Dept of Education: Thanks. Thanks for joining me through that little world of monitoring. Again, if you've heard something about the eligibility or monitoring, whatever, and you want to talk about it, or you start to look at the protocol, and you're like, oh my gosh, how do I get my program up to snuff?

462

01:13:40.240 --> 01:13:42.110

Jeff Buehler, Dept of Education: Let us know, and we're here to help.

463

01:13:42.570 --> 01:13:44.819

Jeff Buehler, Dept of Education: Alright, Heather, take it away with D.

464

01:13:45.550 --> 01:13:46.520

Heather Denny, USED: Okay.

465

01:13:46.550 --> 01:13:58.729

Heather Denny, USED: So, we're gonna talk about program data. First, if you went into your folder and you did not see a 2425 workbook, please check again.

466

01:13:58.760 --> 01:14:08.709

Heather Denny, USED: Some of them did not get fully uploaded, so I went back through, made sure everyone has a brand new, fresh copy of 2425 in there.

467

01:14:08.800 --> 01:14:10.680

Heather Denny, USED: So take a look for that.

468

01:14:11.360 --> 01:14:16.229

Heather Denny, USED: And so now, let's... Take a quick look at program data.

469

01:14:19.360 --> 01:14:22.500

Heather Denny, USED: And I think, Jeff, you have control of slides, right?

470

01:14:22.660 --> 01:14:23.400

Heather Denny, USED: Okay.

471

01:14:26.170 --> 01:14:38.999

Heather Denny, USED: So, the... the impact of Title I, Part D, I think sometimes it can be a little hard to think about how many students do we really serve, and so I just wanted to give you all that overview.

472

01:14:39.150 --> 01:14:50.450

Heather Denny, USED: Through Subpart 1, We served nearly 44,000 of the most academically at-risk children and youth across 49 states.

473

01:14:50.670 --> 01:14:55.839

Heather Denny, USED: So, some of you do not operate a Subpart 1 program, and that's why it's not 52.

474

01:14:56.760 --> 01:15:05.150

Heather Denny, USED: Of those 44,000, a little more than half of them were long-term students, so they were in our programs for more than 90 days.

475

01:15:06.220 --> 01:15:09.840

Heather Denny, USED: 32% of those students had an IEP.

476

01:15:10.360 --> 01:15:15.169

Heather Denny, USED: So, if you are looking at your state's Subpart 1 data?

477

01:15:15.710 --> 01:15:17.020

Heather Denny, USED: And you're...

478

01:15:17.370 --> 01:15:25.550

Heather Denny, USED: percentage of students with an IEP is below 32%, it means you are below average. That might be something for you to take a look at.

479

01:15:26.330 --> 01:15:30.620

Heather Denny, USED: 4% of our children were, English learners.

480

01:15:30.960 --> 01:15:41.199

Heather Denny, USED: And that is lower than the national average, but there may be some reasons for that. Obviously, as students are... become older, they do age out of, hopefully.

481

01:15:41.380 --> 01:15:53.620

Heather Denny, USED: The English learner status as they get a better grasp of the English language, so we do expect it to be somewhat lower, but the national average, for EL learners in public schools is 10%.

482

01:15:54.880 --> 01:15:57.050

Heather Denny, USED: So, certainly something to consider.

483

01:15:57.430 --> 01:16:06.360

Heather Denny, USED: Your... thing, sort of a big takeaway to think about is our outcomes. This is our assessment data.

484

01:16:06.500 --> 01:16:12.260

Heather Denny, USED: Remember for Title I-D that our assessments are looking for growth.

485

01:16:12.390 --> 01:16:21.440

Heather Denny, USED: We're not judging if a student is proficient. We know many of our students are very below grade level. They aren't going to be proficient

486

01:16:21.600 --> 01:16:23.949

Heather Denny, USED: During the time that they are with us.

487

01:16:24.180 --> 01:16:32.270

Heather Denny, USED: What we want to see, though, is that our students experience growth. And so that's something to think about with your programs, is

488

01:16:32.410 --> 01:16:35.410

Heather Denny, USED: Are my assessments measuring growth?

489

01:16:36.190 --> 01:16:45.030

Heather Denny, USED: And if they're not, how do we... how do we do a better job of that? So just thinking about, of our students, only 38% are making progress.

490

01:16:45.140 --> 01:16:48.730

Heather Denny, USED: However, 40% of our long-term students

491

01:16:48.970 --> 01:17:06.160

Heather Denny, USED: we're not given both a initial and follow-up assessment, so we need to do a better job of assessments. Same thing in reading, 37% showed growth, 40% did not receive both assessments. So this is an area of an improvement for us.

492

01:17:06.600 --> 01:17:12.039

Heather Denny, USED: Looking at outcomes. Outcomes are a little trickier, because obviously.

493

01:17:12.310 --> 01:17:21.010

Heather Denny, USED: We don't know which student had which outcome. We don't know if one student had multiple outcomes.

494

01:17:21.520 --> 01:17:36.919

Heather Denny, USED: And so you can definitely have a student who comes in, earns high school course credit, gets his diploma, enrolls in job training, gets a job, and enrolls in post-secondary education. So one student could have 5 outcomes.

495

01:17:36.990 --> 01:17:46.000

Heather Denny, USED: And so this is something to just think about. So we definitely expect to see these numbers sort of improving over time.

496

01:17:46.540 --> 01:17:54.620

Heather Denny, USED: 19% of students in Subpart 1 were reported as being enrolled in some kind of job training or CTE.

497

01:17:55.070 --> 01:18:07.560

Heather Denny, USED: That's low. We think that's a, incorrect data point. Not that people aren't giving these students access to career and tech ed, but that they're not reporting it correctly.

498

01:18:09.280 --> 01:18:17.150

Heather Denny, USED: And then, we also note that 64% of students earned high school course credits or were enrolled in a GED.

499

01:18:17.360 --> 01:18:34.079

Heather Denny, USED: And so that's another thing, is you want to make sure that all students are either enrolled in high school or are enrolled in a GED, that they are getting some kind of educational service. Because once they graduate.

500

01:18:34.380 --> 01:18:44.899

Heather Denny, USED: or complete whatever your state's requirement is, then they would no longer be served by Title I, Part D funds. So, thinking about that.

501

01:18:45.000 --> 01:18:47.289

Heather Denny, USED: So let's look at Subpart 2.

502

01:18:48.760 --> 01:18:56.110

Heather Denny, USED: In Subpart 2, We served nearly 158,000 students.

503

01:18:56.970 --> 01:19:01.070

Heather Denny, USED: across 674 LEAs.

504

01:19:01.300 --> 01:19:20.629

Heather Denny, USED: and 45 states. Again, because some states don't operate Subpart II programs because of the way your juvenile justice system is set up. For many of you, you only have a state agency that serves all juvenile justice, whether that's detention or long-term.

505

01:19:20.650 --> 01:19:26.220

Heather Denny, USED: So that's the reason why some of you don't have a Subpart II program.

506

01:19:26.470 --> 01:19:37.199

Heather Denny, USED: 26% of students were long-term, and that's to be expected, because again, most local facilities are short-term facilities. They're local detention.

507

01:19:38.470 --> 01:19:52.229

Heather Denny, USED: 29% of those students had an IEP, and 5% of those students were English learners. Again, national average is 10%, so we do expect this number to be a little higher,

508

01:19:52.500 --> 01:20:08.559

Heather Denny, USED: And with your IEPs, again, we expect IEPs to be somewhere between 35 and 65%. That's the number that you see from the Office of Juvenile Justice and Delinquency Prevention, OJJDP.

509

01:20:08.780 --> 01:20:14.420

Heather Denny, USED: And so I think that's a focus for us, is really how do we...

510

01:20:14.640 --> 01:20:18.069

Heather Denny, USED: Make sure that every student who has an IEP

511

01:20:18.190 --> 01:20:30.600

Heather Denny, USED: is getting those services when they are in facilities, because I think a lot of this is just due to miscommunication between facilities and LEAs, or receiving LEAs and sending LEAs.

512

01:20:31.270 --> 01:20:39.770

Heather Denny, USED: Again, looking at that assessment data, 32% of long-term students are making progress in math.

513

01:20:40.170 --> 01:20:45.239

Heather Denny, USED: 33% were not given both assessments. And then in reading.

514

01:20:45.420 --> 01:20:57.280

Heather Denny, USED: 39% of long-term students made progress in reading, and 35% were not given both assessments. We've got a lot of growth we need to make here,

515

01:20:57.990 --> 01:21:10.990

Heather Denny, USED: could be for a lot of different reasons, right? Like, we can think of things like, oh, is the assessment not calibrated to measure growth? Is it not aligned to the curriculum that we're offering? So we're...

516

01:21:11.080 --> 01:21:19.100

Heather Denny, USED: testing for growth, but it's not testing the growth that the student is making because it's not aligned to the curriculum.

517

01:21:19.520 --> 01:21:24.819

Heather Denny, USED: Does someone not understand how to properly give assessments?

518

01:21:25.260 --> 01:21:37.009

Heather Denny, USED: I mean, there are just a million reasons why, and I think this is one of those things where you can really dig into it as a state coordinator and learn more about what your facilities are actually doing programmatically.

519

01:21:37.480 --> 01:21:46.900

Heather Denny, USED: And then that allows you to figure out where can I support them, whether that's helping them, in selecting better curriculum or better support materials.

520

01:21:47.010 --> 01:21:55.840

Heather Denny, USED: Whether that's helping them understand assessments or selecting better assessments, but there are places where we can make differences.

521

01:21:55.990 --> 01:21:58.490

Heather Denny, USED: And then let's look at the last one, outcomes, Jeff.

522

01:22:02.070 --> 01:22:07.710

Heather Denny, USED: And then again, for Subpart 2, outcomes here are even more challenging.

523

01:22:07.880 --> 01:22:10.869

Heather Denny, USED: Job training is at 4%.

524

01:22:11.400 --> 01:22:27.830

Heather Denny, USED: We understand these are short-term facilities, and so this may really be about coordinating with your state's career and tech ed programs to see what is available that could be offered in short-term facilities that could allow students to do some

525

01:22:28.040 --> 01:22:39.479

Heather Denny, USED: career exploration, some learning about careers, maybe earning short-term certificates. I think a food handler certificate takes about 2 weeks to earn.

526

01:22:39.650 --> 01:22:50.749

Heather Denny, USED: So, really, really kind of exploring what options are out there for students. 37% of students earned high school course credits or enrolled in a GED program.

527

01:22:51.590 --> 01:23:00.009

Heather Denny, USED: Again, Looking at what are the credit recovery and credit earning options in short-term facilities,

528

01:23:00.450 --> 01:23:11.739

Heather Denny, USED: Does it make sense for students to sit in a classroom and learn 6 subjects a day? Does it make more sense for students to be in a classroom and be able to focus on 1 or 2 subjects

529

01:23:11.900 --> 01:23:22.760

Heather Denny, USED: and earn credits in a shorter period of time, because they have more intensity. So, really thinking about how your programs are structured, and are they meeting the needs of students?

530

01:23:25.130 --> 01:23:32.240

Heather Denny, USED: So, then we've got some updates on the CSPR. As many of you know, I hope.

531

01:23:32.800 --> 01:23:44.410

Heather Denny, USED: CSPR opened, and it closed on May 15th. They are getting ready to send us the program data. I think I'm supposed to get that either,

532

01:23:44.630 --> 01:23:51.269

Heather Denny, USED: Thursday or Friday, And then I will review that data by May 29th.

533

01:23:51.900 --> 01:24:03.539

Heather Denny, USED: If there's some kind of a discrepancy between what you submitted in the CSPR and what you gave us in EdFacts, because I do compare those two pieces of data to each other.

534

01:24:03.740 --> 01:24:11.340

Heather Denny, USED: Then I will reach out to you and let you know that... Something is not right.

535

01:24:12.130 --> 01:24:19.980

Heather Denny, USED: And then we can have a further discussion to determine, is your CSPR data incorrect, or is your EDFACTS data incorrect?

536

01:24:21.520 --> 01:24:29.710

Heather Denny, USED: So, if there's a problem, we'll let you know, and then you will have about 2 weeks to submit corrected CSPR data in June.

537

01:24:34.240 --> 01:24:40.030

Heather Denny, USED: Many of you have also been asking about changes to the CSPR.

538

01:24:40.300 --> 01:24:44.320

Heather Denny, USED: The CSPR is currently up for renewal.

539

01:24:44.740 --> 01:24:51.980

Heather Denny, USED: The Title I, Part D program, we have evaluated all of our manual entry questions.

540

01:24:52.100 --> 01:24:57.910

Heather Denny, USED: And we are proposing to streamline that process, to remove

541

01:24:58.070 --> 01:25:03.810

Heather Denny, USED: Data collections that are redundant, or that are not specifically mentioned in statute.

542

01:25:03.930 --> 01:25:11.079

Heather Denny, USED: I think many of you will be really excited to see our proposed changes to the CSPR.

543

01:25:12.750 --> 01:25:29.179

Heather Denny, USED: Those should be posted in the Federal Register, like, any day now. I did check with the front office, and I was told that it could happen sometime this week or next week. So please keep your eyes open for that. There will be a 60-day public comment period.

544

01:25:29.340 --> 01:25:33.059

Heather Denny, USED: I strongly encourage you to submit a comment.

545

01:25:33.280 --> 01:25:43.910

Heather Denny, USED: Even if your comment is just, yay, you guys are awesome, we so appreciate you streamlining the process, definitely let us know that you're happy with that.

546

01:25:44.460 --> 01:25:47.570

Heather Denny, USED: And then, again, once we get comments.

547

01:25:47.990 --> 01:25:52.649

Heather Denny, USED: It goes back out for a 30-day public comment period, and then it will become

548

01:25:53.050 --> 01:25:56.670

Heather Denny, USED: permanent at some point, and I can't tell you for sure.

549

01:25:58.500 --> 01:26:10.199

Heather Denny, USED: So, correction opportunity requests. There will be a correction opportunity request for EDFACTS. It will open on June 17th, and it will close July 29th.

550

01:26:11.060 --> 01:26:18.359

Heather Denny, USED: So, if... We look at your CSPR and your EDFACTS data, and we find some discrepancy in there.

551

01:26:19.030 --> 01:26:30.040

Heather Denny, USED: If it's an EDFACS problem, you'll have to wait until June 17th to correct it. If it's a CSPR problem, you'll correct that in the first two weeks of June.

552

01:26:30.410 --> 01:26:37.499

Heather Denny, USED: And like I said, we will... if there's a problem, we will have a discussion, we will figure it out with you.

553

01:26:37.910 --> 01:26:43.830

Heather Denny, USED: And then we'll let you know what the expectation is as far as which one we would like you to correct.

554

01:26:44.070 --> 01:26:54.330

Heather Denny, USED: There's a template in the EDFACS workbook. You can look at the EdFacts Initiative website, if you need to look at the CSPR User Guide.

555

01:26:54.360 --> 01:27:04.590

Heather Denny, USED: If you are totally lost, you can always email me and say, Heather, what am I doing? And we will get you that information.

556

01:27:05.160 --> 01:27:21.489

Heather Denny, USED: Christina Endries with IndyTac and myself, I'm the data steward. Christina is the data specialist for NDTAC. She's really focusing a lot on data this year, so between the two of us, we are here to support you on any of your data questions.

557

01:27:24.640 --> 01:27:31.230

Heather Denny, USED: And as always, Email us. We are here for you, happy to set up calls.

558

01:27:31.330 --> 01:27:36.409

Heather Denny, USED: Happy to take deeper dives into your data if you do not get your data needs met.

559

01:27:36.620 --> 01:27:38.240

Heather Denny, USED: during the conference.

560

01:27:38.370 --> 01:27:41.890

Heather Denny, USED: If, and I saw at least...

561

01:27:42.010 --> 01:27:49.510

Heather Denny, USED: Alabama said they couldn't see theirs. If, for some reason, you cannot see your 24, 25,

562

01:27:50.010 --> 01:27:56.630

Heather Denny, USED: data, please let me know. I will double check to make sure everyone has a data workbook.

563

01:27:57.120 --> 01:28:06.359

Heather Denny, USED: And if it's not there, I will... put it there, I do see... Christina put Alabama's in there.

564

01:28:06.880 --> 01:28:12.240

Heather Denny, USED: So it's in there. Thank you, Christina, because somehow I must have missed Alabama.

565

01:28:12.850 --> 01:28:18.389

Heather Denny, USED: I apologize, there are 52 of you. I'm trying to make sure everybody is in there.

566

01:28:19.900 --> 01:28:25.230

Heather Denny, USED: But yes, let us know. We are happy to help you, and we are here to support you.

567

01:28:27.300 --> 01:28:39.069

Kristine Chan, NDTAC: We have about 3 minutes before a break. Just want to check in to see if anyone has any questions via chat, Q&A, or if you want to raise your hand, we can call on you.

568

01:28:44.090 --> 01:28:55.659

Kristine Chan, NDTAC: And Jeff, you can stop the share if you want. We'll have the slide deck up by the end of the week, and we'll definitely, report back as soon as possible once it's up.

569

01:28:57.840 --> 01:29:00.690

Kristine Chan, NDTAC: Any questions? Daniela?

570

01:29:01.760 --> 01:29:18.749

Daniela Romero: Yeah, I had a question for a portion that Jeff presented on, like, if we wanted to establish the minimum, I know you mentioned that we go ahead and take the annual count, and if we wanted to establish a minimum of, like, how many students can the program actually serve, that's a state decision.

571

01:29:18.910 --> 01:29:25.759

Daniela Romero: How does a state actually implement that? Like, do we have to put that in guidance? Like, how does that work?

572

01:29:30.220 --> 01:29:46.469

Jeff Buehler, Dept of Education: Yeah, so, I mean, it's really just the award process. I mean, I would put language in your application, if that's what you do. So, I mean, most every... most everyone does a formula, right?

573

01:29:46.850 --> 01:30:01.330

Jeff Buehler, Dept of Education: and a per-pupil allocation for their subpart 2. You can do it... the slide showed you could do, a competition. It's just more... it's just more work, but definitely in the applica... if... if you're going to work with the programs, you would want to kind of have that

574

01:30:02.130 --> 01:30:05.809

Jeff Buehler, Dept of Education: You know, that the state will determine based on the needs, and...

575

01:30:06.280 --> 01:30:20.400

Jeff Buehler, Dept of Education: like, we... there's no magic number we can give you, because so much of it, you know, I would say not necessarily limiting yourself by saying, okay, we're gonna have a hardcore cutoff, because it's about meeting the needs of different communities.

576

01:30:20.450 --> 01:30:35.790

Jeff Buehler, Dept of Education: And sometimes, you know, the programming costs more per pupil. You know, well, all the time it costs more per pupil, but sometimes the costs are dramatic, so that could also depend... impact how you... how you, allocate. Heather, you want to add to that?

577

01:30:38.150 --> 01:30:43.770

Heather Denny, USED: I would just say, like... and every state's gonna be different, because it depends on how much

578

01:30:44.210 --> 01:30:48.980

Heather Denny, USED: How large of a subgrant is needed to provide a program?

579

01:30:49.250 --> 01:30:54.180

Heather Denny, USED: And so Title I-D is about providing a program of instruction

580

01:30:54.450 --> 01:31:03.309

Heather Denny, USED: a supplemental program, even though at the LEA level it doesn't say supplement, not supplant, we really still are talking about

581

01:31:03.550 --> 01:31:05.200

Heather Denny, USED: That extra piece.

582

01:31:05.320 --> 01:31:14.250

Heather Denny, USED: So... How much does it cost to provide a program of instruction in your State, in your communities.

583

01:31:15.930 --> 01:31:23.990

Heather Denny, USED: And then thinking about, okay, to get to that, like, if you say it takes \$20,000 to have a high-quality program.

584

01:31:25.100 --> 01:31:28.070

Heather Denny, USED: How many students are necessary?

585

01:31:28.740 --> 01:31:31.560

Heather Denny, USED: To get to a \$20,000 allocation.

586

01:31:32.720 --> 01:31:34.669

Heather Denny, USED: And then that would be your minimum.

587

01:31:35.200 --> 01:31:39.620

Heather Denny, USED: And that's... I'm not saying 20,000 is the... the cut?

588

01:31:39.810 --> 01:31:46.390

Heather Denny, USED: You make that decision. It could be 10,000, it could be 30, depending on it.

589

01:31:47.990 --> 01:31:55.660

Heather Denny, USED: So, really taking a look at that, and making sure, like, what does it cost in my state to run a high-quality program?

590

01:31:55.850 --> 01:32:04.949

Heather Denny, USED: When I was a state coordinator, I even contacted my LEAs, and I said, hey, if I give you an allocation, this is how much you're gonna get.

591

01:32:05.830 --> 01:32:12.029

Heather Denny, USED: This is the amount of data you have to collect for me, you have to fill out the application.

592

01:32:12.270 --> 01:32:14.919

Heather Denny, USED: Is this enough money

593

01:32:15.420 --> 01:32:22.419

Heather Denny, USED: For you to run a program, is this enough money to make it worth your while to do all this work?

594

01:32:23.930 --> 01:32:28.100

Heather Denny, USED: Some LEAs are like, yep, we want every dollar we can get our hands on.

595

01:32:28.620 --> 01:32:30.750

Heather Denny, USED: Other LEAs are like, no.

596

01:32:30.970 --> 01:32:36.320

Heather Denny, USED: No, do not give us that money. That's... we don't have the capacity.

597

01:32:36.480 --> 01:32:39.389

Heather Denny, USED: To do that kind of work for that amount of money.

598

01:32:39.570 --> 01:32:49.869

Heather Denny, USED: So it is really having that conversation with your subgrantees, thinking about what it looks like in your state, and then making practical decisions.

599

01:32:50.780 --> 01:33:00.249

Heather Denny, USED: Do I... Think subgrants for... A few thousand dollars are effective? Probably not, but... That's your call.

600

01:33:02.170 --> 01:33:03.949

Daniela Romero: Okay, thank you, that helps a lot.

601

01:33:13.460 --> 01:33:16.309

Kristine Chan, NDTAC: Any other questions before we head to break?

602

01:33:20.160 --> 01:33:24.290

Christina Endres, NDTAC: Heather, I wanted to make sure that you saw,

603

01:33:24.910 --> 01:33:36.579

Christina Endres, NDTAC: the question from... I'm sorry, I realized I haven't had my camera off. David asked a question about when the changes will be implemented, and I'm not sure that you have addressed that yet.

604

01:33:36.890 --> 01:33:39.429

Heather Denny, USED: The changes for the CSPR?

605

01:33:39.430 --> 01:33:40.290

Christina Endres, NDTAC: Yes, ma'am.

606

01:33:40.710 --> 01:33:53.360

Heather Denny, USED: We... at this time, it's in the early stages of the process, so it gets published in the Federal Register, it goes out for 60-day comment, depending on

607

01:33:53.490 --> 01:34:03.100

Heather Denny, USED: what needs to be done in response to those comments, that would be done. Then it would go back out for a 30-day comment period.

608

01:34:03.690 --> 01:34:08.069

Heather Denny, USED: It COULD be implemented for the 20...

609

01:34:09.280 --> 01:34:14.830

Heather Denny, USED: 5-26 school year, it could be implemented for the 26-27.

610

01:34:14.960 --> 01:34:19.570

Heather Denny, USED: I can't tell you for sure, at this point, but...

611

01:34:20.290 --> 01:34:25.400

Heather Denny, USED: You know, it's a process, and that process has to... Follow through.