Welcome. This is the Title I Electronic Application Webinar and this morning we will walk through the online application process. I wanted to do a couple of housekeeping issues first. My name is Lynda Thistle-Elliott and I am one of the members of the Title I Team. There are other members sitting around the table today. You're not going to see us today, you're actually going to see the application, but you will be able to hear us. In the room with me this morning is Marty Brennan. Marty Brennan is one of our Title I contractors. She works with some of you out there on your Title I applications. Mary Ellen-Arigo is here as well, and Deb Fleurant is here. Samantha Sansom, is here, our AmeriCorps VISTA star in terms of our webinar presentations, and she's really worked hard to make all of this happen. She is here to make sure we run smoothly. Paula Delisi is here from our bureau. Oh, Kristine Braman is here as well. We also have Ryan Stevens, and Ryan is the real master of the electronic application. He has been working with us for quite some time to build this application online. And, Ryan, you're going to see the screen as he has them on his computer, and he's going to walk you through the steps. Ryan's expertise is really in this electronic application and how it works. You are the experts in terms of the Title I part of the application and we help you with the details of the application. So it's a great mix and it's going to be a great session. I will tell you that we are not going to stop mid-session to raise questions. You have an opportunity to type questions in the chatbox. So as we're going through this, please type in your questions. What we will do at the end of the session is we're going to compile the questions and develop a FAQ sheet or frequently asked questions sheet and that will be sent out that you can utilize, as well as the instruction for the online application when you are actually working on your application. Anything else before we get started?

Mary Ellen just reminded me that you will not be able to start on your application until the allocations are out. And so, at that point, when the allocations are posted, you will receive notification. That means that the online electronic application is then live and you can go forward to work on the application. So you will receive a notification on the allocation as soon as we have them. I know many of you are waiting for that. So now I'm going to actually turn this over to Ryan to walkthrough the steps of the application.

Thank you. This is our single sign on system, this is our test environment. As Lynda pointed out, the live system is not quite ready yet. So we're going to walk through a sample using Rochester as a district. So I've set up a test account in our system, and as you can see it has a grants management system. And the role is the DOE staff. So this is from the Department's perspective. We're going to select that role and access the grants system, and select the LEA homepage. Better yet, I'm going to switch roles, just because I can. I'm going to switch to a manager role. And access the grants management system as a manager and access the homepage. THE LEA homepage is where you'll see your allocation for the 2013-2014 fiscal year once the production environment is configured.

From the Department's perspective we have access to all of the schools and districts so we get to make selections here. From your perspective you'll have access to your district. I'm going to navigate and find Rochester. Filter, and we've configured an allocation for Title I Part A. You can see that the status of the project is not started so we're going to click on the green arrow and start the application. This brings us to the project screen. Again, the status is not started, and we have a link button to start the application, and then the allocation model. Click on the start this grant application, and the system will prefill start and end dates, which you can adjust if needed. It will prefill the agency and address information. It's required here at least. The project manager, fiscal contact, and additional contact, they're optional in terms of requirements of the screen. Once you entering a portion of the fiscal contact or additional contact the whole set of information is required. So, we'll show that right now. (pause) So this is the minimum requirement for the identifying information. Just as soon as the fiscal contact information is entered, the phone number, the title, the email, all become required.

So we'll click save to save the identifying information and that will turn us to the project screen. So through here the change within the system is that the Title I Part A grant has an additional link button for the detailed application, and this is the entry into the screen and data entry for replacing the paper application. So we'll click detailed application and we have the front page of the full grant application. You can see it's carried over the project manager, email, phone number. This screen provides additional address emails. So we'll click edit, open this up. So the email, the phone, the fax were all carried over. Those are four elements of the original lead entry, the identifying information, so they're not editable here. There are also 3 areas to provide summer work schedule, SINI coordinator information, and DINI coordinator information. We'll just make entries in there to show that the fields accept inputs. Each of the screens has three options for saving, closing, and cancel. Hopefully you'll never have to cancel. But you can choose to cancel if you need to. A save link button will save the information and keep the screen in edit mode so you can continue working on whatever screen it is. Save and close saves the changes and then puts the screen back into read only mode. So we'll click save and close. You can see that the contact information saved successfully.

So there's the mailing address, SINI, DINI, etc. Any comments from the group about this screen? Any points you want to make before we leave this screen? Just one thing as we're getting started. Concerning the start date for projects, there is a fall start date which will appear on your project when you get started. It will automatically default when you get to July 1. Ok, we're going to navigate back so we can look at those dates. Ok, and many of you are familiar with this anyway because we had the financial piece as part of our Title I application. But on the electronic application it's really important to be aware of that start date. If you are going in to do work on your application and it's July 30, if you complete and submit that, um, remember that your start date has to be lined up with the submission. It's actually going to come from the Superintendent's office. So be aware that your start date may not be obviously July 1, it's going to be probably a date in July or August. But be aware that your start date is something you may have to modify or change. Thanks Ryan. So another point is that in the system you can work on any of the screens, save the information that you enter, and come back at any time and continue to work on those screens.

So we're going to navigate back into the detailed application, and look at district plan provisions. This is one of the worksheets on the paper application we turned into electronic form. It has the edit button so you can open it up for edit. It has the save, save and close, and cancel buttons. As you go through the questions and provide answers the system will accept the click or spacebar in each field. When you click yes on one of the fields at textbox will open up for a required narrative. It will provide the detail in terms of the changes to the particular area. We'll click save and we'll keep it in edit mode. We can see that the provision was saved successfully, so that was written off to our database. You can continue working if you select yes in one of the areas where there is a change, but do not provide any detail, and click save. The screen will note that the change was indicated but no narrative was provided. So this will stay here forever until it's fixed. So let's try that. Let's make an entry. We'll save again and then watch the message go away. So it's just a gentle reminder. It's not going to stop you from saving the information. You can save the entries, leave the scree, and come back. It shouldn't impede the progress of entering the application. Clicking no on a given plan change will remove the entry in the textbox. Visually, once you save it, it will erase the narrative. For now, we haven't save it yet, so that narrative is still part of the plan. But click yes and you can see the narrative is still there, but as soon as you click no and save the narrative goes away. So if you work hard on one of those narratives and you don't want to lose it don't click no and save because it will be cleared from our system.

There's a green arrow to navigate backwards. I should have pointed it out earlier. All of these screens navigate forwards and backwards. Try to avoid using the internet browser navigation buttons typically in Internet Explorer or Firefox on the top left hand corner of the screen. Try to use the links and the arrows and buttons that we've provided within the web application.

Before we go much further will you show the group the assurances page? With the role that I'm signed in with right now I don't have access to the assurances page. So I can switch over to a role that has that if you want. It'll take just a moment. Alright, ok. What we'll do, since you heard Ryan can't access it how he's signed in, we do want to show you the assurance page, so at the end right before we wrap up, we're gonna show you that. We'll have to swtich roles. Also, I've noticed on the chat that you will hear some voices in the background as we work through the application because we're actually giving Ryan information to put into the application as we go. You're hopefully not going to be able to make out what you're hearing. Only pay attention to Ryan. We'll try to keep any background information to a minimum. So we're going to switch to a list of Title I schools. This link will bring us to a screen that will ultimately list the Title I schools that we enter in this session. There's a link to pick out the Title I schools and provide the information about the school. Again it's save, save and close, and cancel. The buttons at the top and bottom of the screen for convenience. There's a dropdown list of Title I schools that the Dept. of Ed has in its common database. You'll see some are expired. They have end dates on them. They're really there for reference, not for use. So we're going to pick on School St School, and we're going to go through the different elements of the Title I application. So it's a schoolwide program school. Title I subject areas. We're going to select all. When other is checked we can use the narrative to provide more detail. You'll see spellchecker fixed me up on the word across. For Title I program services, we'll pick in class, pull out, and afterschool. Staffing, we'll pick 2 teachers, 3 paraprofessionals, and 1 social worker. The screen accepts the grade levels of the number of Title I students served within a school. The grid of grades here is prefixed with two additional entries that are a little bit different than the paper application. These are ages 0-2 and 3-5 and they are a requirement for a survey for Title I Part A. So this is a one stop shop in terms of gathering this information rather than having to enter it here and enter it in another location here at the Department of Education. We consolidated it so it can be found in one spot.

This is Mary Ellen. One of the things Ryan did for us was he added a couple of things in the electronic application that are different than the paper one you had. Now we will not have to do that survey monkey. In the future, unfortunately, because we only worked that out for this year, we're not sure if we're going to have to do survey monkey in the future as we've done in the past. But from this day forward, for every year that we do the Title I application online, we will not then have to do the Survey Monkey, which is when we used to ask you those questions that are now here. We also have an area for Schools In Need of Improvement and that comes from a department list. Unfortunately we do not have that set up for our testing environment so there's nothing really to display here. So School St School is not a Title I school. There wouldn't be any information to show anyway. So we'll hit save and close and put the screen back into read only mode. That enables a link for the school plan. So when we click on this link for school plan and it will open the screen for schoolwide program school plan. This screen is very similar to the district plan. It has edit, it has the plan components. Click edit and open it up. You can see the behavior of clicking no vs. yes. Yes will open the narrative textbox. We'll click save, see that it saves the information. We'll make another entry, I'll keep the narrative empty. Click save again. You can see that the screen knows there is a missing entry that needs to be completed. Are there any comments about this particular screen? Ok to navigate backwards? Great. Use the green arrow to navigate back to Title I school and the green arrow to navigate back to the list. So we can see here in this summary that there's one school entered. The school name becomes a link that you can click on so you can go back in and make adjustments. You can see the Title I school link at the top ready for another school. Here's we'll pick Nancy school and targeted assistance. Once the entries are there we can click save and close. That will bring the screen back into read only mode. It will enable the school plan. This time it's going to open up the targeted assistance school plan. And you can see that in the label on top. The screen functions and behaves the same as the schoolwide does, as the edit box will open up the textboxes. You'll have save and close and cancel at the top and bottom of the screen. See that it saves the information. We'll click yes just to show the validation of the missing narrative. And then the green arrow to navigate back to the Nancy Loud school. And we'll click the green arrow one more time to navigate back to the list of Title I Schools.

So as you go through this process you'll see your schools buildup in this list, and then you'll see some of the higher level details about the school. We'll enter one more Title I school. (Typing) I spelled curriculum wrong again so we'll correct it….Ok, so William Allen is currently a school in need of improvement so once we get into our production environment that information will show in this area at the bottom of the screen. This school in need of improvement area is read only section. It comes from information here at the department so there's no need for data entry. There's no requirement there. It will save regardless of whether the information displays or not. We'll save and look at the school plan again and see that it's schoolwide. We'll get into edit mode, make a couple entries. And we'll save and close, and see that the entries are saved and it's put into read only mode. Use the green arrow to navigate back to William Allen, and one more time to get back to the school list. The green arrow will bring us back one more time to the full grant application, and we'll move on to the next area.

As you work in the system you can choose where you want to work. If you want to enter in all the Title I schools up front or you want to enter private schools or you want to work on activities and expenses you get to choose how you want to do that. So we'll look at private schools next. The private schools behave nearly identical to the public school entry. There's a link for adding a new private school. We'll click that link. Open the screen up. There is a dropdown list of all of the private schools in the state so that you can cross boundaries of your district. So we're going to pick St. Elizabeth school. There is an area to enter the dates and methods that the school is consulted. We'll make an entry there. There is a selection for if the school is going to participate in Title I or not. If you click no there are no other requirements. If you click yes the screen will open up to additional sets of inputs including one area for low income students. So it's the number of students going from the public schools to the private schools. This is disabled until the school is saved for the very first time. Save once. The public schools will show up and give you the ability to enter the number of low income student counts going from the public schools to this private school. There are four additional areas to write information about selection of students, instructional program, parental involvement, and professional development. So we'll make selections there and I'm going to click save so we'll stay in edit mode and be able to enter the number of low income students coming from the publics to this private school. So we see that the private school information was saved successfully. And now we see the 3 Title I schools that we entered on the previous screens. So these entries for low income students will be compiled and used on the distribution of funds. So this screen gives us the detail that we need to be able to figure out the formulas and allocations again on the distribution funds. So this time I'll click save and close and we'll see that all of the inputs are disabled, the screen is in read only mode.

From here there is a green arrow to navigate back to the Title I private schools. We can continue with entering more private schools if they apply. If not we can use the green arrow to navigate back to the full grant application. At this point we're ready to talk about activities, and you'll see a link for activities here. This isn't for the entry of the activities, this is to be able to provide additional information about the activities that are entered in the grant application. That again is back one more screen. I'll navigate back one more time. This is the original project screen, the identifying information, and the control should be able to enter activities and ultimately expenses. So we'll add our first activity. The activity section is required. You can see that the category selection is N/A. There will be a list of categories that you can select. We'll save the activity and we'll be able to enter expenses at that point. So we select our function object code, enter an amount, and we'll save that budget item. Are we all set with this activity? We'll use the link button at the bottom to add another activity. So we're just making up entries just to show the screens and how they work. We'll save the activity. Save that budget item. So we're entering activities to enable this application to be able to get the detail. We need to break apart activities. So there's an example of School Street teacher salaries. Previously you may have entered the activity's group, maybe at the district level. At this point the application really needs to be broken down to facilitate the carryover of the information and to eliminate the possibility of needing to double an answer or enter information in a grouped manner with breakout. Really just eliminating double data entry was the focus.

So we'll save this activity and enter the expense function object codes. So there are the expense items. We're done with this activity and expenses. We'll add another activity. We'll save the activity, enter the expenses. We're done with this activity and the expense item list. We'll click to add one more for William Allen. We're going to switch over to supplies, change it up. We'll save the activity. Some people can remember all these function object lists. I certainly can't. So we're done with the activities. Going to navigate back to the project screen, and we'll be able to see that we have the 5 activities. At this point, the activities and expenses really haven't changed from the prior grant management system project. What's important here is that the activities and expenses will carry over and be used for the additional information that will be needed for this Title I Part A grant application. The activities are assigned ID's and these ID's will carry over from the entry and presentation on this screen to the Title I Part A application. They are literally one in the same. There's no need to double data enter. There's no need to make sure lists are the same on both sides. It's really, it's one location for entering the activities and expenses.

So I'm going to use the detailed app link button again to get into the Title I Part A application. And click on the activities link button to bring forward all of the activities that we had just entered on the previous screens. So literally it's a reiteration of the activities and expenses that were entered there. Here's the activity ID. What's a little bit different here is the activity has an edit button. The edit button will open the given activity and let you provide a little more information about the activity so that we can apply it to the Title I Part A application, and it will be used to build the distribution of funds worksheet. So it's really a cycle, a whirlpool of build you activities, give them a little more attributes and information and you'll be able to review that distribution of funds to see the outcome. You'll be able to navigate backwards between each area. You don't have to work in one area all at once. You can navigate backwards and forwards, and see the outcomes, and make decisions based on those outcomes. So we're going to click on edit for activity ID 226212. You can see that it was noted as School Street. Here when we click edit we'll have the ability to physically tie it to School Street School. So even though the words School Street were put into the activity it really doesn't give the computer enough information. This selection here, the activity level, will make the connection. This activity, these expenses, will now be tied to School Street School. There's also the ability to associate the private school with the activity. If we make this selection it would really tie the activity and expenses to the private school going through this public school. There is also the ability to choose whether it's professional development, homeless, admin, neglected/delinquent, indirect costs. You see that these attributes in this column are very similar to what's available in the category. It's unfortunate we can't use the category to record that information. It's a technical limitation of the system. These checkboxes give us the ability to copy the information that we need and carry it over to the distribution of funds worksheet. So I'll leave these unchecked and we'll put the private school back to not applicable for this activity. Click save and you'll be able to see that the information was saved successfully. Navigate backwards and pick another activity. Before we open up the activity for Nancy Loud school let's look at the activity that we just edited.

We can see that it's tied to School Street School. There are no additional attributes this time, such as professional development. If we needed to change those we could go back into this particular activity. So we'll edit Nancy Loud. It's inherently assigned at the district level. We'll pick Nancy Loud and leave all of the other attributes blank. Save, navigate backwards to the full list of activities. Pick out William Allen activity, click edit. Select William Allen, hit save, and navigate, again, back to the full list of activities. So we've just associated three activities with the three Title I schools. So we're looking at the first entry and the first activity that we did for administrative salaries and benefits. Right now it's not tied to the Title I

Part A app. If we open up the screen for edit we can see that it's still at the district level. If we don't need to make any changes it will remain at the district level and it will pull forward into the distribution of funds worksheet as a district level activity. We'll click admin to save the attribute. All of the activities at the district level will show up at the distribution of funds set-aside. We'll navigate backwards to the full list of activities. So, again, we have 3 activities at the school level, 2 more activities at the district level. So we'll edit parent involvement. You can see again it's at the district level. Parent involvement is not in our list of attributes in the test environment. Ultimately, it would be there. We'll see that in our production environment once we open the system up. So at this point we're not really making a change. This is when you just click cancel. The cancel button will confirm that you want to cancel and you don't want to lose any changes. I do want to lose the changes so I click ok. That brings us back to the list of activities.

Alright, so we're going to jump backwards a couple of screens. I'm going to add one more activity for district level homeless. Again, the activities are listed on the original project screen. We'll click to add a new activity. A nice round number, $50,000. We'll save the activity description, make an entry for the function object codes. So there's the activity and the expense item. Great point. This screen is generic in terms of the inputs, the activity, and the expense items. It's actually used for all of the grant application so we really can't make any distinction for how it applies to Title I Part A, but that will come in a couple more screens once we navigate back there. So I'm going to return to the grant application, get into the detailed app, and open up the activities. This is where the district homeless entry will show up. Click edit. It's already tied to the district and we can provide the homeless attribute here. Click save. That shows us two entries and we'll go back to the full list to see that homeless is an attribute of this activity.

Navigate back one more screen and I believe we're ready to look at the distribution of funds. Whoo whoo! The distribution of funds will bring forward the total allocation that's assigned to the project. It has some calculations for under 25%, per pupil expenditure, the total budget, which is the sum of all the expenses for all of the activities that have been entered so far. So you can come to this screen anytime and get a gauge for where you are in terms of entering activities and expenses, and providing any attributes needed for Title I Part A.

For those of you that have never had experience with a distribution page, now every application has one, but as you can see it builds with you as you go through the application. So, those of you that had experienced the distribution page migraine before, or those of you that loved it, either way this is going to be built and that work is going to be done for you as you progress through the application. If you are a district that has not had to work with a distribution page, the beauty of this is that you now see, within your Title I application, your per pupil expenditure. And as you're going to notice as we talk more about this page, all of the schools and districts are going to appear here. So it's actually going to become a good tool for you that you'll be able to reference back to. So this is pretty exciting to have it appear. And I'll let Ryan walk through the other pieces of it. So the school list is built from the Department's database of all of the schools within your district. You can see that we've prefilled the grade span, school enrollment, number of low income students public. The private listing of low income students actually comes from the inputs that you'll provide. So you'll see the three three and three that we entered previously for the one private school. Most of the screen is populated from other areas of the

Department's data systems. So just a reminder, the only things you had to enter prior to this was the number of low income students at the private school. So we had put in three because Marty had already done in her head that there were 6 kids at the private school who would have gone to School Street School, and School street School says it's 50% poverty, so 50% of six is three that would be at the private. So you have to put that in based on the same way that you did it before. So the screen builds from the Department's information for the schools, the enrollments, um, the percent low income, the poverty percentage. Column H is the funding for each public school. That is built as you enter activities and expenses and associate them with your Title I schools. So previously you would have been using the paper form. You would have entered the information by hand. Do all the math. Rather than that this builds from all the activities and expenses that you put into the system. So no need to double check, cross check. The system pulls it for you. So you can see 120,000 for School Street, 90 for Nancy Loud, and 50 for William Allen. Right, the screen will order the schools by grade level first, or elementary, middle, and high school. Then by the poverty level, with the highest percentage first. The per pupil amount is calculated. You can see the formulas at the header that it's the public funding for the school divided by the number of public low income students. So this is a little bit different in terms of what the paper application had.

So it will calculate the per pupil and then it will use the per pupil amount times the private students for the given school and it will calculate what the private allocation should be. So that's column j. Column k is the sum of the expenses that you've entered and identified for, again, a give public school and private school. So we've seen previously the dropdown for the private school and we purposely didn't make a selection there. Shortly we'll navigate backwards and change one of those activities, and see it carry forward into this private allocation column. Any of the expenses that are not tied to a given school will show up as district wide expenses. That will show at the top of the screen. There will also be a summary for the district wide professional development expenses. Currently we don't have any marked or any attributes at the district level, but they would show up here. Same holds up true for Column H1 which is the percent and actually the amount for professional development for a given school. This is where the activities would need to be broken apart for professional development. If you have an activity that is marked as PD it needs to be separated from any other activities. Otherwise it will all show up as professional development. So it may be a little more work on one end but it's less work on another side in terms of bringing the information and being able to sum and group and get the amount of detail that's needed for our application.

I'm going to switch back over to one of the activities and assign a private school so we can see that carry forward to Column K. So use the green arrow to navigate back, open up the activities, and we'll pick on School Street School, which is activity 22612. Click edit, you will pick Saint Elizabeth Seton School. Click save, get back into the activities. And take a pick and now see that it is now tied to School Street and Saint Elizabeth Seton School. Yep. It'll work. And on our distribution of funds, we're going to see that that whole activity got moved over. This is just an example. We're discussing the amount of money that you're moving over. In reality you may have three or four activities, or five activities. Many will be at the School Street School level, and they will all sum up in Column B. They'll be activities that are tied to this school. When we mark an activity at the private school level, that activity gets carried over to Column K.

So it's that linkage that's needed to build this distribution upon us. We should go back and make one more entry, and we'll make it for a higher amount, just to portray that some activities stay at the public school, and some activities are tied to the private school. The one activity that we do have entered would be considered the private activity now. We're just using it as an example. Don't worry about what the entry or the amount was. Really focus on that linkage between the school, the number of students being carried forward from the public school to the private school, and then, ultimately, the expense amount moving to the private school. So we'll just put in a sample. How's that? So for purposes of demonstration we're entering an activity at the public school that's higher than the private school. So I'm going to save that description. We'll save the budget item, so there's 120. Ok so we'll switch back over to the Title I Part A application and we'll mark that activity off at School Street School. It should show right at the top because it was the latest one entered. We'll click edit and we'll pick School Street School. And we'll leave the private school not applicable. From here we'll switch back over to the distribution of funds worksheet and see how that activity will affect School Street School's public funding. And then we'll see how the one activity we marked off at the private school stays at the private school. So even though we calculated 7,000 just hypothetically we entered 120,000. IT's not that you'd really do that and have them that far apart. Again, it's just for demonstration. If we were entering actual numbers it might feel more comfortable or make more sense. So we're worried that the sample here is not accurate or is portraying something that really wouldn't happen.

(Chatter)

So let's say this were here you'd probably return it for a change. So if we need to make a change and correction we would navigate back off to the activities and reduce that budget. So we'd find the activity, we'd click edit, turn this line item into 7,000. We'll save the description and then we'll edit the budget line items, we'll reduce those. We'll save the salary and edit the social security. Click update. So that reduces this one activity to $7,010. And we'll navigate off to the distribution list. And see how that activity now affects $7,010. So this sample gets it more aligned with what you'll really see in this worksheet. That's really the summary of the distribution of funds screen. Do we want to look at the program assurances? The signature, now?

So we're going to look at the program assurances. You can see that there's a location for the date that the assurances are signed. We'll record who does the signing electronically. This will be the name of the person who's logged into our system. Unfortunately, the button is not available to this role so I'm going to log out. I'm going to login with a higher level role. Actually, I'm just going to use a system admin role in our test environment here.

Ok, while Ryan is logging in so that you can see the assurances, we're looking at the questions and the comments that are coming in. And again what we're going to do as we close the sessions today, is take your questions and put them into various themes and domains, and that will be part of the FAQ that's going to be coming out for you as you work through the application process. I'm logged in as a DOE system administrator. So this is the support role that we have in the Department to provide either technical assistance or workflow assistance. Again, we're in our test environment so we're looking really at a sample project. You can see the detailed application link is there. I'm going to click on that link and this will open up the Title I Part A application. And this is where the link for program assurances is displayed, so this will be available for the Superintendent's role. So the Superintendent will be able to click on the assurances, review the page, and provide their electronic signature down at the bottom here. I don't have access. My role doesn't have access to the button, but there will be a button and confirmation dialogue that will confirm that they want to provide the assurance. Once they do that, the electronic signature will fill in with their name and date and time that the assurance was provided. And it will show up on, again, this front page for the Title I Part A grant application.

So, Ryan, in the past, I know that the assurances are in a way separate from the application. But in the past when the application has been completed on the online system and it's ready for the Superintendent's signature of approval, there's been a button to send it to the Superintendent, who then sends it to the DOE. So, I don't know if that still exists when the project manager is done entering all the activities and the whole project is complete, but I think it will be helpful to show that that still exists. So when managers are done entering all this online there still is that final step of, "Ok I've done my application now. Get it off across my desk and send it to the Superintendent. How do I do that?"

The workflow for the project remains the same. So these assurances are separate from the workflow. The Superintendent could actually submit and come back later to provide the assurances. So we'll navigate back to the project screen and look at the status. The application status is typically a link button when the status can be changed. So right now the project status is started and if I hover over it you can see it says click here to send the grant application for Superintendent view. As the status changes and as the application goes through the work cycle, this status will change visually and the wording will change. So it will go from started, to ready for local authorization signature, to submitted, reviewed, and ultimately approved. We want them all to be approved. Occasionally they'll be returned. When they are started and returned they can be edited in terms of activities and expenses. Any other status the activity and expenses are disabled.

Um, on your application, if you're looking right under where Ryan has the application status, you'll see the detailed app and right next to that you'll see attachments. Just as previously, you're able to attach information to your file, to your application. For example, if you are purchasing equipment, then you would have the equipment justification form, which is still available to you, and you would upload that as an attachment. You may at some point have to submit a PD justification form if there are questions from the reviewer or there wasn't enough information provided in the application. So there's still an opportunity to have attachments added to your application. And so that's something to remember too, that we're still able to do that for clarity. You can have unlimited attachments. They do have to be limited in terms of the file size. We've set it at 6 MB. Occasionally, the attachments get bigger than that in terms of maybe scanning the documents, but we can help you figure out how to reduce the size, usually, of PDF's so that they'll fit in the system.

And Ryan, having the experience with attachments in the past for equipment justification and PD, that's not going to be a problem at all. So I think your usual way of doing business with giving us that information will be just fine and won't be a size issue. My colleagues have nudged me. We do want you to, as you're listening to this, to tell you that, because we don't have any secrets, we don't have information for you about the waiver. I know that's been a couple of things that have popped up on the questions. And you will know as soon as we have information we can share on that. The other issue is about the allocations. And again, you're going to receive a notification when the allocations are posted. And at that time your application will be live and you can work on it. I think this has been an amazing process for us and Ryan has done an incredible job. I don't think he realized he was going to learn as much about Title I Part A as he did, but he has done an amazing job to being able to understand where all of our pieces fit in together, where we need to have the information, where the flow is with the finances that get attached to the grant as it was before for a financial piece. It now makes sense for us as a complete application. Ryan's done an amazing job in connecting all those things and working with us. I also need to acknowledge Samantha. She really started this process for us to really have an application going for us that truly was electronic and not just a fillable word file. So, Ryan, really, thank you and not enough for those of us here at the Title I team. You've done an amazing job.

Thanks! And as we go forward we'll continue to improve and find ways to streamline and continue to ease the burden of working with the Title I Part A app. And that's our intent. I think we were really able to reduce a lot of repetition within the application. Still remember though that the completeness of the application and the detail in order for the reviewer to approve it in your activities is still required. So that's not changing, but hopefully this process will make it a lot easier for you. And we understand that there is a learning curve with the electronic application so if we're going to have to walk through it then we'll walk through it with you. We'll be updating it as much as possible, and instructions as we come along little tweaks or things we can make easier for you. We joked in the past about an electronic application. Be careful what you wish for, so now you really have it. So I guess we're going to move forward from here. Alright, so if you have some ending questions that you'd like some clarification on, please enter them in the chat. We have been recording these and we really need it complete. So if you're thinking of something last minute please go ahead and type it in.