



Completing 2020-2021 Title I-C Migrant CFSGA

Get Your Migrant Application Approved the First Time!

Sarah Seamount
Migrant Education Program Coordinator



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Updated 2019-2020



The SDE is guided by the following:

1. **Persevere** – All Idaho students persevere in life and are ready for college and careers.
2. **Mutually Responsible** – All education stakeholders in Idaho are mutually responsible for accountability and student progress.
3. **Attract & Retain** – Idaho attracts and retains great teachers and leaders.



CFSGA – Getting Started



Title I-C Reports and Applications



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Title I-C: Migrant Education



The Idaho Migrant Education Program logo is circular with a yellow background. It features a silhouette of a person holding a torch, with a green field and a blue sky above. The text "IDAHO MIGRANT EDUCATION PROGRAM" is written around the top inner edge, and "HARVEST OF HOPE" is written around the bottom inner edge.

The Title I-C: Migrant Education Program supports educational programs for migratory children to reduce the impact of academic disruptions from repeated moves so that each child receives the same opportunity to meet academic content standards and can overcome barriers to transition successfully into postsecondary education and employment.

Idaho Department of Education website - <http://www.sde.idaho.gov/>

Title I-C Education of Migratory Children - <http://www.sde.idaho.gov/federal-programs/migrant/>

CFSGA Website - <http://apps.sde.idaho.gov/CFSGA/Home/Home>

CFSGA Log On



Log On: CFSGA Homepage



DEPARTMENTS COMMUNICATIONS

 IDAHO
STATE DEPARTMENT OF EDUCATION

[Log On](#)
Consolidated Federal and State Grant Application - Beta

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Consolidated Federal and State Grant Application - Beta



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2020-2021

- Change Year
- Prior year (new window)

Admin Actions

- Select District
- Manage Calendar
- District Summary
- Reports

At A Glance More Info

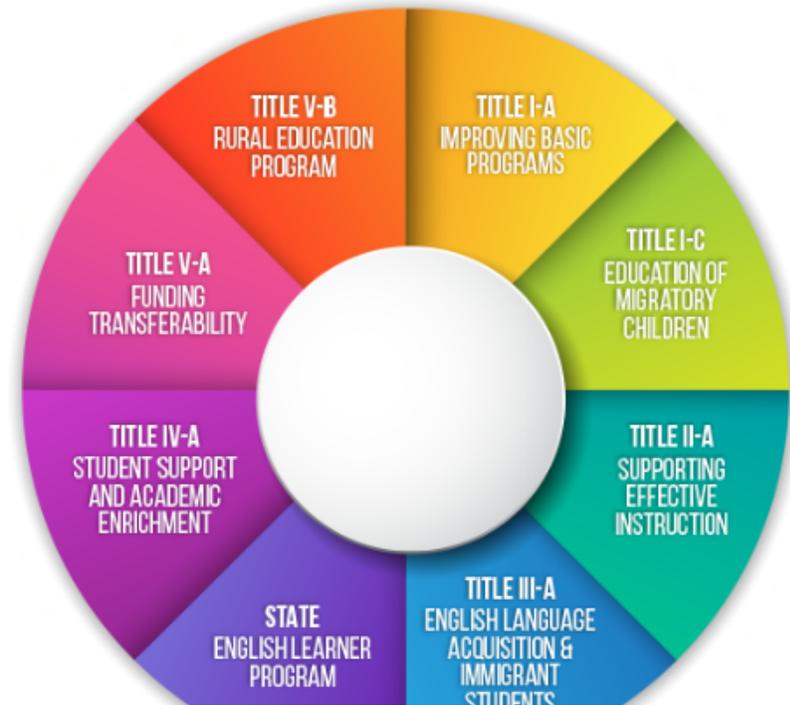
Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition
- Title III-A Immigrant Education Program
- English Learner Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by 6/30/2020. Budgets and plans will be reviewed by the respective program directors and coordinators by 7/31/2020. A notification will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.



CFSGA Links



The navigation page is on the left side of the screen.

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Current Year

- Equitable Services
- Fiscal Self Assessment
- Title I-A Improving Basic Programs
- Consolidated Schoolwide Budgets
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- English Learner Program and Title III-A English Language Acquisition
- Title III-A Immigrant Education Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
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Migrant Plan



Title I-C Education of Migratory Children: 2020-2021 CFSGA for Migrant Funded Districts

43 Districts Receive Migrant Funds





Title I-C Migrant CFSGA for Districts without Migrant Funding

Only 43 Districts Will Receive Migrant Funds



General Info

General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification
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Role Title
Title I-C Migrant Education Coordinator
Title I-C Migrant Education Family Liaison/Recruiter

- This section is pre-populated by IDCI.
- There must be someone in the role of Family Liaison and Coordinator if “Yes” is selected in the certification tab (see next slide).

Why the Migrant Education Program?



- The migrant program is designed to help provide services to our most vulnerable student population. Although migrant students are more likely to graduate than they were in 1966 (10% graduated then), nationally they are still the most likely to drop out students of any subgroup (64% graduated in Idaho in 2018-2019).
- In order to identify and serve migrant students in districts that do not currently have a migrant program, you have the option of receiving services through our State Migrant Education Program (MEP) coordinators. The following agreement will define the responsibilities of the district and the State regional MEP coordinator in order to coordinate services.

Responsibilities of the SDE



The State regional MEP coordinator will-

- identify students who qualify for the migrant program.
- share information regarding the migrant program and the status and needs of migrant families in the district with the district migrant contact person.
- provide migrant services and/or collaborate with the district to provide services to migrant students and families.
- provide posters/flyers or other recruiting supplies for the district to provide to potential migrant families
- visit the district as needed to consult with district staff regarding the migrant program and migrant student needs.
- provide support via phone, email, secure site or in person to district staff regarding the migrant program and to ensure student are being identified and receiving services.

Responsibilities of the District



The district will-

- share Parent Employment Surveys through the SFTP site on new students enrolled in the district with the regional ID&R coordinator. (Required for all Idaho Districts.)
- identify a migrant contact person or people in the district. This person will communicate with the regional ID&R coordinator and/or the State Department of Education as needed.
- share information about migrant program benefits with parents and secondary students.
- post posters in schools where parents will see them and distribute flyers to potential migrant families.
- administrators, district office staff, and secretaries will attend a migrant training webinar explaining the migrant program and the benefits to students.
- administrators will share information regarding meeting the unique needs of migrant children and migrant student lists with classroom staff. (Training materials available at Idaho State Department of Education website, under Federal Programs, and Migrant Education Program.)

Certification



1. Certification:

- Yes. I believe that agricultural workers reside in the district and the district intends to participate in identifying and serving migrant students by fulfilling the district responsibilities as described above.
- No. The district does not intend to participate at this time.

- Read the district and State responsibilities
- Select “Yes” or “No”



Changes to Funding

Revised funding formula & more money



Idaho MEP Allocations



- Idaho funding is increasing due to Idaho migrant family liaisons identifying & recruiting more students.
- ESSA uses a formula that includes a 3-year average of migrant students AND the number of Idaho students receiving summer services.

2020-2021: \$5,227,069

2019-2020: \$4,038,777

2018-2019: \$3,637,283

2017-2018: \$3,178,560 (ESSA hold-harmless loss)

2001-2017: \$3,531,733 (NCLB level funding)

Funding Formula Adjustment



Required Factors	Title I-C Formula 2020	Funding units
Factor 1: Number of Migratory Children	PK-OSY (not in school)	0.50
Factor 1: Number of Migratory Children	PK-12 (in school)	1.00
Factor 2: Needs of Migratory Children	Recent Move	0.50
Factor 2: Needs of Migratory Children	English Learner	0.50
Factor 3: Priority for Services	Priority for Services	1.00
Factor 4: Availability of funds from other programs	Title I-A	0.10
Factor 5 & 6: Nature, scope and cost of programs	Summer Services	1.00

- Idaho Migrant Advisory Committee considered many options to balance and simplify the formula while including required factors and considering the impact on districts.
- All required factors based on Office of Migrant Education guidance are now included.
- No district lost funds due to this change. In cases of loss, it was always due to a reduction in the number of migrant students.



Frequent Reasons for Plan Rejection

And How to Avoid Them



Top 11 Reasons for Rejection



Frequency Order	CFSGA Area and Comment Summary	# of LEAs with this comment
1	Budget: Carryover	24
2	Budget: Summer budget; missing, busing, summer recruiting grant	23
3	Supplemental Info #6: Community Recruiting Plan	15
4	Supplemental Info #5: School Recruiting Plan	11
5	MPOs & Strategies: Missing MPOs for summer services	10
6	Budget: Reasonableness	9
7	MPOs & Strategies: Plan missing specificity	9
8	MPOs & Strategies: Parent training aspect missing	7
9	Supplemental Info #48: How PFS are served first/most	7
10	Supplemental Info #74: Local partners list incomplete	5
11	Supplemental Info #75: Collaboration between programs	5

Reasons Explained



Reason	Explained
Budget: Excess Carryover	Doesn't need to be a problem, but is often NOT addressed. Check with the business manager and find out how much will be left as of 6/30. If it is more than 15%: <ol style="list-style-type: none">1. Use carryover calculator (easier than you think) or2. Explain in comments/narrative how money above 15% will be spent by 9/30 or3. Ask for a waiver and explain why. (Increased flexibility for 20-21 due to COVID-19)
Budget: Summer	<ul style="list-style-type: none">• Missing altogether (Don't forget to budget for summer services.)• Transportation narrative: Must have "15% of regular busing, 100% of field trips"• Mention if using funds for summer recruiting in narratives (Summer recruiting grant recipients only)
Supplemental #6: Community-based recruiting	Community-Based recruiting must include multiple ways of recruiting outside of the school such as visits to agencies, organizations, and businesses that serve migrant families, housing areas, and farms, dairies, packing sheds, meat processors, etc. Should be at least monthly. Be thorough.
Supplemental #5: School-based recruiting	School-based recruiting must include the process from beginning to end: Parent Employment Survey at registration, getting information to liaisons, pre-screening calls, home visits, and submitting <u>COEs</u> . Be thorough.

Reasons Explained (cont.)



Reason	Explained
MPOs & Strategies: Summer School	If you are providing summer services, they have corresponding MPOs & Strategies that should be marked. (New: PK=1.1, ELA=2.2, Math=2.3)
Budget: Reasonableness	Small \$ (or none): Liaisons need mileage, PAC meetings and recruiting require some supplies, summer programs need some supplies. If supplies are funded out of other programs, mention it in the comments. Large \$: If a really large amount is in supplies, purchased services, etc., please breakdown and describe in comments.
MPOs & Strategies: Plan for Implementing	Repeating the <u>MPO</u> isn't a plan. What will you do? Make sure the plan matches the <u>MPO</u> and strategy. For example, if the <u>MPO</u> is about math, the plan needs to include math. There are many examples listed in the strategies.
MPOs & Strategies: Parent Training	If the <u>MPO</u> requires parents to learn (1.2, 2.1, 3.1), the plan needs to mention opportunities for parents to learn on the topic.

Reasons Explained (cont.)



Reason	Explained
Supplemental #48: Services to <u>PFS</u>	Don't include how you identify students. That is part of previous Yes/No questions and is no longer part of the narrative response. Explain what you do first or with more intensity for <u>PFS</u> students.
Supplemental #74: Local Partners	Think broadly. Does the district include any local charities (e.g. churches charities, food pantries, Salvation Army, Deseret Industries, etc.)? Social service providers? Health providers? Libraries? Fish and Game? Universities? Often these partnerships are used during summer programs.
Supplemental #75: Collaboration	Plan how will you include liaisons in collaborating with all federal programs and teachers for meeting student needs. They are good allies in getting parents involved, providing community resource ideas, or following up with students.



Additional Tools

More Ways to Avoid Rejection



Sample wording for CFSGA Narratives in MEP Supplemental Information



- These are **samples only** and if used, should be adapted to fit the actual practices of the individual district, not copied verbatim.
- Samples narratives are included for: #5, #6, #48, #58, #59, #63, #74, #75

Budget Samples



Three samples budget plans:

- Economy Plan: for districts with \$6,000-\$25,000
- Value Plan: for districts with \$25,000-\$80,000
- Deluxe Plan: for districts with \$80,000-\$400,000



CFSGA: Tab by Tab





Role Title
Title I-C Migrant Education Coordinator
Title I-C Migrant Education Family Liaison/Recruiter

- This section is pre-populated by IDCI.
- There must be someone in the role of Family Liaison/Recruiter and Coordinator. The Migrant Coordinator should be the person who writes the budget for the Migrant Program. In almost all cases, that isn't the liaison.

Budget Change



Reminder: all expenditures must be reasonable, allocable and allowable.

Allocation for 2020-2021	<input type="text" value="\$52,500"/>	
Carry-over From Previous Year as of 9/30/2020	<input type="text" value="\$0"/>	<i>Reasonable and necessary up to 15% of 2019-2020 allocation Click here to use the Carryover Calculator.</i>
Re-allocation from 2019-2020	<input type="text" value="\$0"/>	
Transferred from other programs in Title V-A	<input type="text" value="\$0"/>	
Total Allocation	<input type="text" value="\$52,500"/>	

Obj. Code	Description	Regular Term	Summer Term	Instructions
100	Salaries	Amount: <input type="text" value="\$16,650"/> Description: <input type="text" value="80%-family liaison"/>	Amount: <input type="text" value="\$6,808"/> Description: <input type="text" value="100% - 2 teachers"/>	List position title(s) and percent of salary dedicated to Title I-C (e.g. Family Liaison, 75%).

Helpful instructions

Percent, not FTE

NEW for 2020-2021: In the salary description, list the **percent of pay (%)** per person out of migrant funds, rather than the FTE.

Completing the Budget: Carryover



- The next several slides explain carryover:
 - What is it?
 - How should you calculate it?
 - How can you avoid the “Excessive carryover” comment?
 - How does COVID-19 affect it?

What is Carryover?



Carryover is the LEA's fund balance on September 30th, 2020. It does **not** include funds that have been obligated prior to 9/30/2020.

*Obligation = binding commitment to pay out money, such as entering into a contract to pay for supplies or services.

How does obligation work?



If the obligation is for-	The obligation is made-
Salaries and Benefits of the subgrantee's employee	When the services are performed
Personal services by a contractor who is not an employee of the subgrantee	On the date on which the subgrantee makes a binding written commitment to obtain the services
Performance of work other than personal services	On the date on which the subgrantee makes a binding written commitment to obtain the work
Travel	When the travel is taken
Rental of real or personal property	When the subgrantee uses the property

How is carryover calculated?



The key to calculating carryover is estimating in June what funds will be remaining (and unobligated) as of 9/30.

Step 1: Meet with the business manager and get the fund balance as of 6/30. (This may be an estimate).

Step 2: Find out if these will be drawn down in a timely manner as the GRA should reflect the current balance when the plan is reviewed.

How do you calculate carryover? (cont)



Step 3: Find out what funds will be obligated by 9/30. Consider:

- Migrant salaries for Jun-Sept (regular and summer recruiting)
- Summer services salaries
- Summer services supplies
- Migrant staff travel for summer recruiting

Step 4: Put the numbers from Step 1 & 3 in the carryover calculator (see next slide)

Using the Carryover Calculator is so easy!



Enter District's expected balance as of 6/30/2020

\$16,002

**Please verify the following:*

Cash balance from the Grant Reimbursement Application (GRA)

(-) less upcoming GRA requests for expenditures through 6/30/2020

(=) equals remaining balance as of 6/30/2020

- Enter the expected balance as of 6/30 (Step 1).
- This should equal the current GRA balance less any expenditures through 6/30.

Using the Carryover Calculator is so easy!



Estimated expenditures and obligations through 9/30/2020		
Enter salaries and benefits <i>Personal services by an employee (not a contractor)</i>	The services have to be performed before 9/30/2020; payroll payments can be processed after 9/30/2020	\$10,970
Purchased Services. Enter payments to a contractor <i>(not an employee)</i>	Binding written commitment to obtain the services has to be signed before 9/30/2020; payments can be processed after 9/30/2020	\$0
Enter travel expenses	Travel has to be taken before 9/30/2020. Note: Registration fees paid before 9/30/2020 for travel taken after 9/30/2020 are considered to be an obligation before 9/30/2020	\$0
Enter payments for work other than personal services	Binding written commitment to obtain the services has to be signed before 9/30/2020; payments can be processed after 9/30/2020	\$0
Enter acquisition of allowable supplies, materials and capital objects	Binding written commitment must be signed before 9/30/2020; payments can be processed after 9/30/2020. Example: Purchase Order	\$321
Enter approved indirect cost charges	Services have to be received before 9/30/2020 <i>default =(2019-2020 budgeted indirect cost)/15 months)*3 months)</i>	\$0
Enter allowable rental expenses, such as training facilities	The property has to be used before 9/30/2020; payments can be processed after 9/30/2020	\$0
Other*		\$0

Enter expenditures or obligations that will be incurred through 9/30 (Step 3). This example includes Jun-Sep migrant staff salary and summer teachers and supplies.

Carryover Calculator Success!



Total estimated carryover as of 9/30/2020		The carryover amount should be used between October 1, 2020 and September 30, 2021	\$4,711
			Transfer to Budget
Excess Carryover Calculator			
District's previous year allocation	District's 2019-2020 allocation (not including re-allocated funds or carryover)		\$46,588
Maximum amount district may carry over into next fiscal year	<i>Limited to 15 % of previous year allocation</i>		\$6,988
Excess Carryover Calculator	"Yes" - carryover exceeds allowable 15 % "No" - carryover does not exceed allowable 15 %		No

Add to budget

- Look at the total estimated carryover.
- The calculator will tell you if it is “excessive.”
- If the answer is no, click on
- You are done!

What to Do if the Carryover is Excessive?



Total estimated carryover as of 9/30/2020		The carryover amount should be used between October 1, 2020 and September 30, 2021	\$11,181
Excess Carryover Calculator			
District's previous year allocation	District's 2019-2020 allocation (not including re-allocated funds or carryover)		\$46,588
Maximum amount district may carry over into next fiscal year	<i>Limited to 15 % of previous year allocation</i>		\$6,988
Excess Carryover Calculator	"Yes" - carryover exceeds allowable 15 % "No" - carryover does not exceed allowable 15 %		Yes
Excess Carryover Amount	Amount unobligated as of 9/30/2020. Please contact SDE to request further instructions.		\$4,193

In this example, carryover is \$4,193 more than allowed. There are two choices.

Choice 1: Obligate these funds (and change the calculator) with materials or services you can use to provide summer services this summer or meet MPOs in the coming year.

Choice 2: Request a waiver (see next slide).

How to Request a Carryover Waiver



Comment/Narrative

The district is requesting a carryover waiver due to a reduced ability to use migrant funds to provide services, parent involvement and regular summer school during the COVID-19 situation. We will use excess funds to provide students with credit recovery opportunities, technology and staff after school to support them in earning credits.

- In the Comments/Narrative of the Title 1-C Budget (at the bottom) state:
 - ✓ WHY you have the excess carryover.
 - ✓ How you plan to expend the funds in the coming year, so you don't have excess in the future.

Final Note on Carryover Waivers



- If the district is requesting waivers for other programs in the CFSGA General Comments, list Title I-C there as well.
- Due to COVID-19, there is flexibility to provide a carryover waiver even if one was also given in the last 3 years.
- If you have questions, don't hesitate to call. The most common reason excessive carryover is a problem is that it is not addressed at all.

MPOs and Strategies



- Select MPOs/Strategies in the 4 goal areas based on the needs of migrant children identified in the district Migrant Comprehensive Needs Assessment (CNA).
- MPOs/Strategies are new this year for 2020 through 2023. For a copy of the new Service Delivery Plan and a list of MPOs/Strategies (English and Spanish) look in Resource files in the [Migrant Education](#) page.

Optional versus Required Strategies



The bolded rows are pre-checked and are required for all migrant funded districts.

Optional

Required

Strategy #	MPO	Strategy	Briefly describe the district's plan for implementing the strategy
1.1	<input type="checkbox"/>	1.1) By the end of the 2020-2021 program year, 70% of migratory preschool children ages 3-5 attending MEP-funded preschool will show a 5% gain on school readiness as measured by a pre/post assessment.	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>
1.2	<input checked="" type="checkbox"/>	1.2) By the end of the 2020-2021 program year, 80% of parents of preschool-aged children participating in at least two parent/child activities will report on a survey that they increased their skills for supporting their child's school readiness skills in the home.	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>

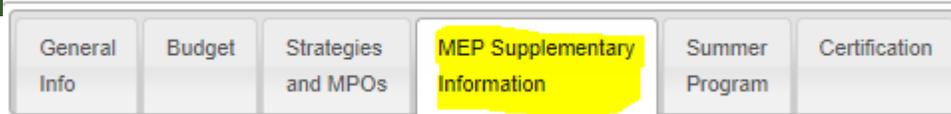
Implementation Plan Description



- Write a brief plan for how you will implement the strategy in order to accomplish the MPO.

Strategy #	MPO	Strategy	Briefly describe the district's plan for implementing the strategy
1.1	<input checked="" type="checkbox"/> 1.1) By the end of the 2020-2021 program year, 70% of migratory preschool children ages 3-5 attending MEP-funded preschool will show a 5% gain on school readiness as measured by a pre/post assessment.	Provide MEP-funded supplemental instructional services to migratory children ages 3-5 (e.g., site-based, home-based, regular school year, summer services, parent volunteer program).	4 week PK summer school
1.2	<input checked="" type="checkbox"/> 1.2) By the end of the 2020-2021 program year, 80% of parents of preschool-aged children participating in at least two parent/child activities will report on a survey that they increased their skills for supporting their child's school readiness skills in the home.	Provide parents with ideas, activities, and materials for use at home with their children to promote first language development, family literacy, and school readiness (e.g., parent activities, trainings, PAC meetings, home visits, family nights, mini workshops, small group and one-on-one parent/ child activities, Preschool Initiative (PI) Consortium incentive Grant (CIG) materials including preschool learning kits).	Collaborate with Kindergarten Ready! district parent meeting providing personal invitations transportation, translation and follow up after meeting. 6 home visits during the year with each child and parent modeling learning kits lessons.

MEP Supplementary Information



- There are 8 topics addressed in this tab.
- Most of the questions have a Yes/No radio button.
- If the answer to a question in any section is “No,” provide a comment in that section.

15. Explain any No responses

MEP Supplementary Information (cont.)



5. Outline the LEA's process of identifying and recruiting migrant children attending school. Be very specific outlining how the migrant liaison is informed of a potential migrant student that enrolls in school and the process that then continues to determine eligibility.

- Several questions require narrative responses describing the practices of the district.
- Be thorough, especially on the district's school-based recruiting (#5) and community-based recruiting (#6) processes.

Summer Program

General
Info

Budget

Strategies
and MPOs

MEP Supplementary
Information

Summer
Program

Certification



General information:

- Summer Program tab refers to plans for summer 2021.
- Summer Services are no longer just summer school. Look “outside the box” to home-based services, either virtual or face-to-face.
- Due to the recent interruptions in schooling, summer services are even more critical than ever.
- Consider how the migrant program can help migrant children have fun continuing their learning during summer.

Summer Program - Participation



Participation

Elementary Application

Secondary Application

Binational Teacher

Summer Certification

1. What type of summer program will be provided partially or completely out of migrant funds? (i.e. elementary program for migrant students only, evening PASS courses, or a secondary graduation specialist, etc.)
- Elementary program *(please complete the Elementary Application and Certification tabs - DO NOT answer the questions below)*
 - Secondary program *(please complete the Secondary Application and Certification tabs - DO NOT answer the questions below)*
 - None *(Please answer the four questions below and complete the Certification tab)*

Check Elementary and/or Secondary depending on what migrant services you plan to offer for summer of 2021.

Summer Program-Elementary Application



Participation

Elementary Application

Secondary Application

Binational Teacher

Summer Certification

Directions: Although summer is a year away and planning is not completed, please answer all questions based on a projection of next year's summer program.

- If the LEA will include middle school students in the elementary program, include them here rather than in the Secondary tab.
- If the LEA will be partnering with another district that will host the program, say "See district district name for this information" for questions that relate to the shared program. However, questions that relate to the students from the sending district must be answered for the district.

Complete the Elementary Application following the directions provided.

Summer Program-Secondary Application



Participation

Elementary Application

Secondary Application

Binational Teacher

Summer Certification

Directions: Although summer is a year away and planning is not completed, please answer all questions based on a projection of next year's summer program.

- You may reply "Same as Elementary" for any questions where that is the case.
- If middle school students are participating in the elementary summer program and are listed on the Elementary Application tab, it is not necessary to complete a secondary application for these students.

Complete the Secondary Application following the directions provided.

Summer Program-Bi-National Teacher



Participation Elementary Application Secondary Application **Binational Teacher** Summer Certification

Binational Teacher Exchange Application

Thank you for your interest in the Binational Teacher Exchange Program.
Please fill out this application to assist us with the teacher selection/placement process.

1. We are interested in hosting a binational teacher this summer.

Yes No

- Select “Yes” or “No” to express your interest in a bi-national teacher.
- Selecting “Yes” is not a final commitment to hosting a bi-national teacher, but will express an interest in participating resulting in the district receiving additional information.

Summer Program – Certification



Participation Elementary Application Secondary Application Binational Teacher **Summer Certification**

Elementary/Secondary Summer Program Certification

- As the person completing this application, I certify that the information contained herein is accurate and will be used to guide the migrant summer school program.
- If someone else will be directing the summer school program, I will provide him or her a copy of this application and will ensure that it is used to guide the migrant summer school program.

No Summer Program Certification

- Not providing a Summer Program partially or completely funded out of migrant funds

- If providing migrant summer services, select 1 & 2.
- If not providing migrant summer services, select 3.

Certification

General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification
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- The certification is a single checkbox, but is worth taking the time to read. It outlines district obligations in order to comply with ESSA requirements regarding the migrant program.
- When the CFSGA is submitted the certification is electronically “signed” and dated.

Validation Issues

General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification	Validation Issues
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Note: if you have validation errors that have already been corrected, please revalidate the page by clicking its Save button.

Title I-C

- Error: Certification - missing
 - Error: MEP Supplementary Information must be completed
 - Error: Some selected Strategies are missing implementation plans
 - Error: Summer Program - Participation tab must be completed
 - Error: Total budgeted amount (\$0) is not equal to total Allocation amount (\$52,500)
- Validation issues will show any area of the Title I-C application that will prevent the CFSGA from being submitted.
 - Each error will indicate the nature and location of the error.

CFSGA Submission



Comments

Submit/Assurance

Click here.

Status: Submitted

Equitable Services

Fiscal Self Assessment

Title I-A Improving Basic Programs

Consolidated Schoolwide Budgets

Title I-C Education of Migratory Children

Plan is submitted.

An approvable plan is due no later than June 30, 2020. Complete all assurances and submit only after all program applications have been completed!

If you need to revise, please contact Alexandra McCann to “unlock” your plan.

CFSGA Submission and Resubmission



- The state will receive final allocations towards the end of the 2020 calendar year, often in October.
- Your CFSGA allocations will be revised at this time.
- All applications will be unsubmitted to allow for changes.
- After you have been notified of receiving the final allocation amount, **please review, adjust your budgets, and resubmit** your CFSGA by the end of the year.

Contact Information

Sarah Seamount | Migrant Education Coordinator

Federal Programs

Idaho State Department of Education

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