



Completing 2021-2022 Title I-C Migrant CFSGA

Get Your Migrant Application Approved the First Time!

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Supporting Schools and Students to Achieve

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

May 2021

No Major Changes to Migrant This Year



The only changes to the migrant portion of the CFSGA affect almost all programs:

- Addition of “carryover waiver” request option
- Already approved programs will be locked when the overall plan is unsubmitted for changes for programs that have “Actions Needed.”

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So for those of you who have done this before, you won't see any other changes. If you are new to the Migrant CFSGA, this will be a fairly quick run through and I am happy to work through your plan with you one-on-one. You will also have access to this recording and Power Point which will help you to review this more thoroughly.



CFSGA – Getting Started



Title I-C Reports and Applications



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>

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Here you will see a list of department websites for easy access to the appropriate website and the CFSGA.

CFSGA Log On



Log On: CFSGA Homepage



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Log on to the CFSGA by clicking on the log on link in the upper right corner.

CFSGA Homepage



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Beta

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 II-A English Language Acquisition
- Title II-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 6/30/2021. Budgets and plans will be reviewed by the respective program directors and coordinators by 7/31/2021. 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.



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Make sure you are on 2021 – 2022 school year.

CFSGA Links



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

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Migrant Plan

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The link section contains links to resources and program links. If you will have equitable services for the Migrant Program, you must complete the Equitable Services tabs before finalizing the Title I-C Migrant plan.



Title I-C Migrant CFSGA for Districts without Migrant Funding

45 Districts Will Receive Migrant Funds in 2021-2022



Certification



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

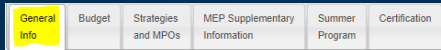
1. Certification:

- ☐ 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.

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Please feel free to contact me in order to find out more about the services the migrant program can offer to serve the children of migratory agricultural workers in your district.

General Info



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

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

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People in these roles will receive a bi-monthly newsletter to keep them informed of developments and happenings in the migrant program.

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 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.)

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

45 Districts Will Receive Migrant Funds in 2021-2022



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Changes to Funding

Revised funding formula & more money



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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.

2021-2022: \$5,429,309 (preliminary)

2020-2021: \$5,227,069

2019-2020: \$4,038,777

2018-2019: \$3,637,283

2017-2018: \$3,178,560

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This really shows how continuing ID&R in schools and in the community has helped provide funds to serve the needs of migrant students.

Funding Formula Adjustment



Required Factors	Title I-C Formula 2021	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	>\$3 million in other Federal funds	<1%
Factor 5 & 6: Nature, scope and cost of programs	Summer Services	1.00

- The funding formula for migrant allocations is largely unchanged from 2020-2021.
- Factor 4: Availability of fund had to be changed to meet ESSA requirements. New: If a district receives more than \$3 million in other Federal Funds, the amount of the migrant allocation will be reduced by 1%.

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Last year, the Office of Migrant Education Program Officer for Idaho did not approve Factor 4, availability of funds from other programs, so the migrant program was forced to change this calculation to something that was approvable. The calculation for 2021-2022 for this factor is that if a district receives more than \$3 million in funding from other title programs, the district's migrant allocation is reduced by 1% of the amount it would have been without this factor. These funds are then re-distributed to all remaining migrant districts. Two districts were affected by this calculation (and each is receiving more funding than in 2020-2021). So this will have the minimum affect on the funding of migrant districts. The full description of the funding formula amendments will be sent to directors and posted on our website.



Frequent Reasons for Plan Rejection

And How to Avoid Them



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This information is based on a review of 2019-2020 CFSGA submissions from 43 districts for the Migrant Education Program.

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

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These are the top 11 reasons Title I-C Migrant plans were sent back for revisions in 2019-2020. Avoid these issues and get the district plan approved the first time it is submitted! See the next 3 slides for explanations on how to avoid these common mistakes.

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) or 2. Explain in comments/narrative how money above 15% will be spent by 9/30 or 3. 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 COEs. Be thorough.

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Avoid these "easy to fix" problems! Use the tools that are provided to help (see next section) and an extensive analysis on carryover to avoid the dreaded excess carryover comment.

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 MPO isn't a plan. What will you do? Make sure the plan matches the MPO and strategy. For example, if the MPO is about math, the plan needs to include math. There are many examples listed in the strategies.
MPOs & Strategies: Parent Training	If the MPO requires parents to learn (1.2, 2.1, 3.1), the plan needs to mention opportunities for parents to learn on the topic.

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Avoid these easy to fix problems! Use the tools that are provided to help (see next section).

Reasons Explained (cont.)



Reason	Explained
Supplemental #48: Services to PFS	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 PFS 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. Liaisons are good allies in getting parents involved, providing community resource ideas, or following up with students.

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Avoid these easy to fix problems! Use the tools that are provided to help (see next section).



Additional Tools

More Ways to Avoid Rejection



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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

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This document will be available where this Power Point is located. Samples are available for all narrative questions in MEP Supplementary Information tab.

Please adapt these to fit your district, otherwise you are committed to doing things in a way that may not fit your district's needs or available resources. For example, you may want to revise question "#48-Services to PFS students" to include the use of a graduation specialist. These samples are generic, not an ideal answer. The intention was to provide samples that included complete answers targeted to answer what the question asks.

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

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The sample budgets can be found in the same place the this Power Point was located. The sample budgets are also meant to help districts with various size migrant allocations to allocate funds to meet the goals of the migrant program. They are only samples, not ideal budgets.



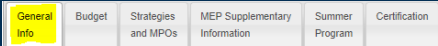
CFSGA: Tab by Tab

Plus new Carryover Waiver Request Process!



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General Info



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.

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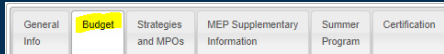
It is okay to have multiple people in each role.

If the liaison handles most of the day to day work of the program, it is fine to give him/her the role of coordinator, but his/her supervisor or whoever fills out the budget for CFSGA should also be listed as a coordinator.

If the district is in the process of hiring a liaison and don't currently have one, this may be blank at the time of submission. When IDCI is updated later, it will automatically update in CFSGA.

If there is a graduation specialist, the person should be listed in IDCI too, but will not appear here.

Budget Change



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

Allocation for 2020-2021	\$52,500
Carry-over From Previous Year as of 9/30/2020	\$0
Re-allocation from 2019-2020	\$0
Transferred from other programs in Title V-A	\$0
Total Allocation	\$52,500

Obj. Code	Description	Regular Term	Summer Term	Instructions
100	Salaries	Amount: \$16,650 Description: 80%-family liaison	Amount: \$6,808 Description: 100% - 2 teachers	Helpful instructions

Percent, not FTE

NEW last year: In the salary description, list the **percent of pay (%)** per person out of migrant funds, rather than the FTE (especially for classified staff).

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The key to a successful budget is to think about what the district needs to run the program (consider using the sample budgets) and **read the instructions**.

Remember the top 11 reasons for rejection.

Most budgets should include salaries, benefits, travel, and supplies. Purchased services and capitol expenditures are less common.

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?

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Since excess carryover is the #1 reason migrant plans are sent back for revision, the next few slides explain how to avoid this pitfall.

What is Carryover?



Carryover is the LEA's fund balance on September 30th, 2021. 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.

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What do you expect your LEA's balance will be after all *obligations**(prior to September 30th) have been paid?

*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

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The charts shows some examples of obligation for carryover.

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.

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Meeting with the business manager is critical to getting the carryover calculated correctly. All amounts will be estimates if you are working on the plan before June 30th.

The steps are continued on the next slide.

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 staff)
- Summer services salaries
- Summer services supplies
- Migrant staff travel for summer recruiting (if paid by district)

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

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Most districts will not actually have excessive carryover. The reason for the excessive carryover comments is usually that obligated funds aren't documented in CFSGA, so that a GRA check indicates that you have more remaining funds than actually exist. This is either from a lack of drawing down funds, or lack of documentation that shows funds are obligated. The carryover calculator will solve the latter problem.

Using the Carryover Calculator is so easy!



Enter District's expected balance as of 6/30/2021

\$16,002

**Please verify the following:*

Cash balance from the Grant Reimbursement Application (GRA)

(-) less upcoming GRA requests for expenditures through 6/30/2021

(=) equals remaining balance as of 6/30/2021

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

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Again, it is critical to meet with the business manager to get the best estimates on these amounts. Ask how often the district draws down funds for the migrant program.

Using the Carryover Calculator is so easy!



Estimated expenditures and obligations through 9/30/2021

Enter salaries and benefits <i>Personal services by an employee (not a contractor)</i>	The services have to be performed before 9/30/2021; payroll payments can be processed after 9/30/2021	\$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 9/30/2021; payments can be processed after 9/30/2021	\$0
Enter travel expenses	Travel has to be taken before 9/30/2021. Note: Registration fees paid before 9/30/2021 for travel taken after 9/30/2021 are considered to be an obligation before 9/30/2021	\$0
Enter payments for work other than personal services	Binding written commitment to obtain the services has to be signed before 9/30/2021; payments can be processed after 9/30/2021	\$0
Enter acquisition of allowable supplies, materials and capital objects	Binding written commitment must be signed before 9/30/2021; payments can be processed after 9/30/2021. Example: Purchase Order	\$321
Enter approved indirect cost charges	Services have to be received before 9/30/2021 <i>default = (2020-2021 budgeted indirect cost) / (15 months) * 3 months)</i>	\$0
Enter allowable rental expenses, such as training facilities	The property has to be used before 9/30/2021; payments can be processed after 9/30/2021	\$0
Enter expenditures or obligations that will be incurred through 9/30/2021		\$0

(Step 3). This example includes Jun-Sep regular migrant staff salary and migrant summer school teachers and supplies that will happen in July.

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The business manager can tell you what regular monthly costs you will incur from July 1st to September 30th. These may include salaries, cell phone costs, etc. that the district pays each month. Add summer school expenses, and you will have a general idea what to include.

Carryover Calculator Success!



Total estimated carryover as of 9/30/2021	The carryover amount should be used between October 1, 2021 and September 30, 2022	\$4,711
		Add to budget Transfer to Budget
Excess Carryover Calculator		
District's previous year allocation	District's 2020-2021 allocation (not including re-allocated funds or carryover)	\$39,121
Maximum amount district may carry over into next fiscal year	<i>Limited to 15 % of previous year allocation</i>	\$5,868
Excess Carryover Calculator	"Yes" - carryover exceeds allowable 15 % "No" - carryover does not exceed allowable 15 %	No

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

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If you use the carryover calculator and the amount is NOT excessive, click on the "Transfer to Budget" button. At that point you are done and will not get the dreaded "Excessive Carryover" comment, UNLESS →

If the district is not drawing down funds, such that the "District's Expected Balance" does not reflect to total in the GRA (less expenditures through 6/30), there will still be an Excessive Carryover comment. For this reason, please encourage business managers to draw down migrant funds monthly, but especially in July.

What to Do if the Carryover is Excessive?



Total estimated carryover as of 9/30/2021		The carryover amount should be used between October 1, 2021 and September 30, 2022	\$10,681
Excess Carryover Calculator			
District's previous year allocation	District's 2020-2021 allocation (not including re-allocated funds or carryover)		\$39,121
Maximum amount district may carry over into next fiscal year	Limited to 15 % of previous year allocation		\$5,868
Excess Carryover Calculator	"Yes" - carryover exceeds allowable 15 % "No" - carryover does not exceed allowable 15 %		Yes
Excess Carryover Amount	Amount unobligated as of 9/30/2021. Please contact SDE to request further instructions.		\$4,813

In this example, carryover is \$4,813 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).

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Don't panic! Consider choice 1 first. If that doesn't work, and it may not this year, use choice 2.

How to Request a Carryover Waiver



Excessive Carryover Waiver Request

☒ The LEA is requesting an excessive carryover waiver. By requesting this waiver, the LEA provides assurance that it has a plan for expending excess carryover funds during the 2021-2022 year and acknowledges that if the waiver is approved, the LEA is responsible for ensuring that funds are expended.

Please explain the reason for the request:

Due to COVID-19, travel was eliminated. We were also unable to fill advertised positions in the migrant program.

☐ Excessive Carryover Waiver Approved

- Check the box requesting the waiver.
- Give a reason why the district was unable to use the funds. (More than just COVID-19.)

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This is the new way to request a Excessive Carryover Waiver. Check the box and then explain why the district couldn't spend 85% of the migrant funds in the current year. This should be more than just "COVID-19" as the reason. You were still serving students through the pandemic, so what was the specific issues or issues that caused the district not to be able to use these fund. We do not want to get into a situation where districts chronically have excessive carryovers and it is hard to spend these funds. As of now, and unless we hear differently, 2019-2020 funds must ALL be obligated by September 30 and used by December 2021.

MPOs and Strategies

General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification
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Goal Areas

School Readiness	ELA/Math Achievement	High School Graduation	Non-Instructional Support Services
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- 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 the same as last year (2020 through 2023). For a copy of the Service Delivery Plan and a list of MPOs/Strategies (English and Spanish) look in Resource files in the [Migrant Education](#) page.

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The MPOs and Strategies are based on the recent State Service Delivery Plan which can be found on the SDE website as a complete report and as MPOs/Strategies only in both English and Spanish.

When making decisions regarding optional MPOs/Strategies, you should keep in mind the results of your Comprehensive Needs Assessment, PAC feedback and available resources.

Optional versus Required Strategies



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

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.	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).
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).

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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.

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The plan for implementation can be very simple. It should state the strategy the district will use to accomplish the MPO. For example, "We will provide summer services to PK-6th, which include math, reading, science and enrichment." This plan could be used for 3 different MPOs.

You are actually selecting **the strategy** you will use (which helps meet the MPO). The "e.g." list for each strategy gives many ideas for how to implement the strategy. For example, 1.1 could be done with preschool during the regular, preschool during summer, home-based Preschool Learning Kits.

MEP Supplementary Information



General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification
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- 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

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Take time to read the questions. These questions match the requirements that are monitored and are a good tool for evaluating if the district is meeting the requirements of the migrant program.

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.

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5 questions in the Supplementary section are on the top 11 reasons for rejection. Pay particular attention to #5, #6, #48, #74, & #75 (narratives).

Summer Program

General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification
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General information:

- Summer Program tab refers to plans for summer 2022.
- Summer Services are no longer just summer school. Look “outside the box” to home-based services, either virtual or face-to-face.
- Due to 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.

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Because the Summer Program tab refers to summer of 2022, it is expected that plans are tentative and may be changed in the future. With the new funding for addressing learning loss due to the pandemic, more schools may run a summer program than have in the past. If your district does do a summer program for all students, decide how the migrant summer program can supplement it.

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 2022.

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If you are not planning on offering any **migrant** summer services at all, check none and answer the 4 questions below. Consider partnering with another district's summer program, offering supplemental services in your district's other summer programs such as Title I-A, or contacting me to discuss options other than summer school that may be more feasible for the district.

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.

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Some districts have summer programs for PK – 8th grade in one site. If that is the case, you may include the number of middle school students you expect to serve in your elementary program and do not need to fill out a secondary application. If middle school students will be served in a secondary setting and manner, include these students in the Secondary Application.

Changes if Services will Not be Site-Based-

Certain questions are based on the outdated assumption that the program will always be located in a school building. Here is how to answer those questions if not having a site-based summer program. (These questions will be adapted to accommodate more delivery methods of summer services in the future.)

#4-5 Location: State the location of delivery (e.g. home visits, distance learning and phone calls or facetime)

#14 Meals: List alternatives if possible (e.g. meal delivery, local feeding sites, referrals to food banks)

#21 Health: May use referrals to community resources

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.

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Changes if Services will Not be Site-Based-

Certain questions are based on the outdated assumption that the program will always be located in a school building. Here is how to answer those questions if not having a site-based summer program. (These questions will be adapted to accommodate more delivery methods of summer services in the future.)

#4-5 Location: State the location of delivery (e.g. home visits, distance learning and phone calls or facetime)

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.

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If “Yes” is selected, the Bi-National Coordinator, Christina Alvarez, will contact the district in order to provide additional information if we are able to participate for summer 2023.

The following responsibilities are listed on this tab for informational purposes.

LEA RESPONSIBILITIES: Provide room and board for the teacher, preferably with a family living in your LEA.

Arrange transportation to and from the airport and daily to and from summer school.

Provide teacher with a weekly stipend of at least \$250.00.

Reimburse the teacher for the Sevis Embassy fees of approximately \$450.00 (for the background check). The teacher must present the receipt.

Supervise and support the teacher in providing lessons in culture, history, language, or other subjects as requested by the LEA.

Complete and submit an evaluation to the binational coordinator.

EXCHANGE TEACHER RESPONSIBILITIES: Teach culture, history, language, or other activities during migrant summer school.

Prepare and present an in-service for summer school staff and school administrators on

the educational system in Mexico.

Meet and work with parents of migrant children.

Help organize end of summer school program for parents. Program will incorporate some student cultural activities.

Complete and submit an evaluation to Binational Coordinator.

STATE DEPARTMENT OF EDUCATION RESPONSIBILITIES: Interview and select Mexican visiting teachers based on Binational Program requirements.

Communicate and support all LEA efforts.

Meet with key LEA personnel to help implement visiting teacher program.

Pay for teacher's medical insurance.

Pay for teacher's J-1 VISA to enter the United States as an exchange teacher.

Note: Transportation to and from Mexico is provided by the Mexican government.

Summer Program – Certification



Participation Elementary Application Secondary Application Binational Teacher Summer Certification

Elementary/Secondary Summer Program Certification

1. ☐ 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.

2. ☐ 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

3. ☐ 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.

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Often, the person completing the CFSGA is not the person who will oversee summer programs. Please print a copy of the CFSGA for the person in charge of summer services so that it can serve as a guide.

Just below the district name on each tab, is a button marked Print Preview. Go to the Summer Program tab and click on each of the sub-tabs (e.g. Elementary Application, Secondary Application, Bi-national). Then click on Print Preview. If you have not clicked on the summer program tabs, only Participation and Summer Certification will show. The rest have to have been opened at least once during the current login session in order to show in printing.

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.

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The person who submits the CFSGA is the person responsible for carrying out or supervising the person carrying out the obligations listed.

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.

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As you complete various parts of the Title I-C migrant application, the issues listed will gradually disappear. When all validation issues are resolved, you will be able to submit the application. Note that other programs will have a Validation Issues tab as well. All validation issues for all programs must be resolved in order to submit the CFSGA.

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, 2021.
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.

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You can tell that your application has been submitted when the Status say Submitted as shown above.

CFSGA Submission and Resubmission



- The state will receive final allocations towards the end of the 2021 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.

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If there is a change to Title I-C migrant funding in final allocations, you will need to adjust your budget before resubmitting.

Contact Information



Sarah Seamount | Migrant Education Coordinator

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Supporting Schools and Students to Achieve

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