Iowa Department of Education

Migrant Education Program (MEP)
Title I, Part C of NCLB

Note: The Migrant Education program application must be completed by the LEA and approved by the SEA in order to receive Title I, Part C funding.

For migrant education program technical assistance, contact Susan Selby at 515/281-4732, susan.selby@iowa.gov.

This Migrant Education program application must be completed by Applicant Agencies that have received prior approval by the State Education Agency (SEA) to receive Part C of Title I - Education of Migratory Children funding. This application may be accessed through the Title I electronic Internet application at https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight "A&A Account" and click on "Sign In." On the "Sign In" tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the "Sign In" button. The user should click Title I to access the Migrant application forms. The due date for submission of the Title I electronic Internet application is June 1.

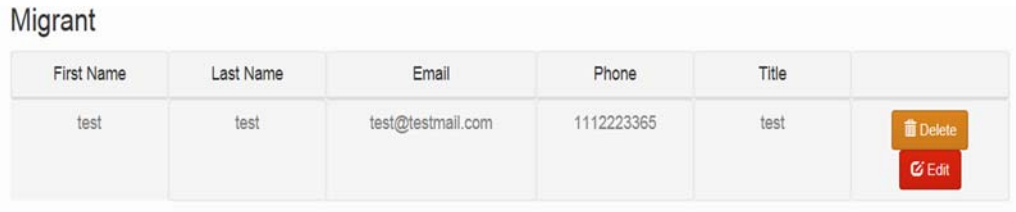
The Migrant Education Assurances, School Year Measurable Program Outcomes, Migrant Budget, Migrant Staff Assignments, Summer Measurable Program Outcomes, Private School Statement of Agreement, and Migrant Narrative forms together with the LEA's Title I Annual Application and the LEA's Comprehensive School Improvement Plan, (which is now part of C-Plan), encompass the basic requirements of the Title I legislation connected with the education of migratory children including assurances, lobbying and debarment, student data, and budget.

Note: LEAs receiving Title I Migrant Education funding must participate in the development of the LEA's Comprehensive School Improvement Plan.

CONTACTS SCREEN

Note: The Contacts screen must be completed in order to proceed with the application process.

The Contacts screen is where the Title I coordinator will enter contact information in the available areas. The contact person is the individual who will be contacted about information given in this application.



The user will see a listing of the Title I application programs that pertain to their local education agency and may see information listed for the last Title I contact of record. The user will have the option to click the **Delete** button if the contact information is incorrect or the **Edit** button to update the contact information or leave it as listed. Please verify the contact person's e-mail address, name, mailing address, office telephone number, and title.

Click Title I Home to return to the main program screen and click on "Migrant."

MIGRANT ASSURANCES

Click on "Migrant Assurances" from the Migrant Program menu.

LEA Assurances

☐ I The authorized agent assures the Department of Education, State Education Agency (SEA) that this project will comply with all applicable statutory and regulatory requirements and also assures that this project and its assigned and participating Local Education Agencies (LEAs) will do the following:

1. Identify and address the unique educational needs of migratory children in accordance with the comprehensive State plan that is integrated with other programs funded under the No Child Left Behind Act of 2001, to provide migratory children with an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet.
2. Specify which strategies and measurable program goals and outcomes in which it will participate.
3. Provide supplementary services that go beyond the full range of services that are available for migratory children from other appropriate local, State, and Federal programs assuring that migrant services supplement, not supplant, said services for which the migrant students qualify.
4. Conduct joint planning with parents and with other local, State, and Federal programs including programs under Title I, part A; early childhood education programs, and language instruction education programs.
5. Take part in the statewide needs assessments using needs assessment surveys and other instruments developed by the SEA to document the individual assessment of students' needs for use in program planning.
6. Provide support services first to migratory children whose education has been interrupted during the regular school year and who are failing, or most at risk of failing, to meet the State's challenging academic content standards and challenging student academic achievement standards.
7. Provide available and applicable data to the SEA that reflects the educational performance findings of all enrolled migratory students.
8. Collect and report to the SEA local evaluation information for the SEA's annual evaluation and use the evaluation information to improve the LEA migrant education program.
9. Demonstrate comparability of services by the LEAs having established: (a) a district-wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators and auxiliary personnel; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
10. Design programs and projects that are of sufficient size, scope and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the children being served.
11. Maintain such records as may be required for program and fiscal audits.

12. Assure and assist in inviting all migrant parents to participate in the school district Parent Advisory Council (PAC). Documentation in the form of meeting minutes, agendas, and records of attendance will become a part of the LEAs records.
13. Release migrant personnel to attend professional development that is conducted during the school year, as needed.
14. Provide technical assistance, staff development, and monitoring services.
15. Offer to provide services to eligible migrant children attending private elementary and secondary schools according with Section 1120a of PL 107-110.
16. Facilitate the transition of secondary school students to postsecondary education or employment.
17. Assist the SEA in determining the number of migratory children under section 1303(e), through such procedures as the Secretary may require.
18. Assure that duty hours for MEP funded personnel shall not exceed 100 minutes a week for full time (100%) migrant-funded LEA personnel or fifty (50) minutes a week for half time (50%) migrant-funded personnel. Personnel funded at less than 50% with migrant funds shall not perform duty hours during their limited time working with migrant students.
19. Assure that migrant students shall only be transported in accordance with State rules and regulations.
20. Assure that all MEP funded paraprofessionals meet the same qualifications as those required for paraprofessionals under Title I.

The user should review the assurances and click the box at the top of the form to certify that the local education agency will be in compliance with the assurances as stated in serving migratory children through Title I services. The user should then click the **Finish** button to return to the Migrant menu. The Migrant Assurances form will be at the bottom of the Migrant Home screen menu with the status "District Finished."

Click School Year Measurable Program Outcomes form to be completed next.

SCHOOL YEAR MEASURABLE PROGRAM OUTCOMES

This form will be completed if the local education agency Title I migrant education project will be operated during the regular 2015-16 school year. The user should click the appropriate yes or no response.

Add text in each box describing how migrant funds will be used to implement the strategies and meet the MPO.

1.0 Literacy

MPO	Implementation Strategy	Describe how MEP funds will be used to implement the strategy and meet the MPO.
By the end of each school year, the percentage of the LEA's migrant students who do not meet the proficient level of the Iowa Assessments in reading will decrease by 10% from the preceding school year.	Align reading PD to the needs of the migrant students as documented in the local CNA	
	Provide effective, research-based supplemental services in reading	
	Ensure that staff who work with migrant students receive PD to provide effective reading instruction to migrant students	

Add text in each box describing how migrant funds will be used to implement the strategies and meet the MPO.

2.0 Mathematics

MPO	Implementation Strategy	Describe how MEP funds will be used to implement the strategy and meet the MPO.
By the end of each school year, the percentage of the LEA's migrant students who do not meet the proficient level of the Iowa Assessments in math will decrease by 10% from the preceding school year.	Align math PD to the needs of the migrant students as documented in the local CNA	
	Provide effective, research-based supplemental services in math	
	Ensure that staff who work with migrant students receive PD to provide effective math instruction to migrant students	

Add text in each box describing how migrant funds will be used to implement the strategies and meet the MPO.

3.0 High School Graduation

MPO	Required Implementation Strategy	Describe how the LEA's MEP will implement this strategy to meet this MPO.
The LEA's migrant students shall meet or exceed the state's target for graduation rate of 95%. LEAs and schools with graduation rates less than the state average will be expected to increase their rates until they reach the state average. Additionally, the LEA's dropout rate among its migrant students will decrease.	Review and revise class scheduling for migrant students to assist in attaining necessary course credits and instruction time	
	Provide credit recovery and accrual opportunities. Work with home states/districts as appropriate.	
	Provide or coordinate with community agencies to assist migrant students in accessing needed support services such as medical, vision, or hearing services; mental health counseling; vocational counseling; or school supplies	

Add text in each box describing how migrant funds will be used to implement the strategies and meet the MPO.

4.0 Attendance

MPO	Required Implementation Strategy	Describe how the LEA's MEP will implement this strategy to meet this MPO.
LEAs and schools with K-8 attendance rates less than the state average will be expected to increase their rates until they reach the state average. LEAs will be encouraged to exercise their local control flexibility to establish more rigorous goals for these other academic indicators.	Track daily attendance for migrant students	
	Identify students who are struggling to attend school on a daily basis	
	Implement research-based strategies to promote daily attendance of students who struggle with daily attendance	

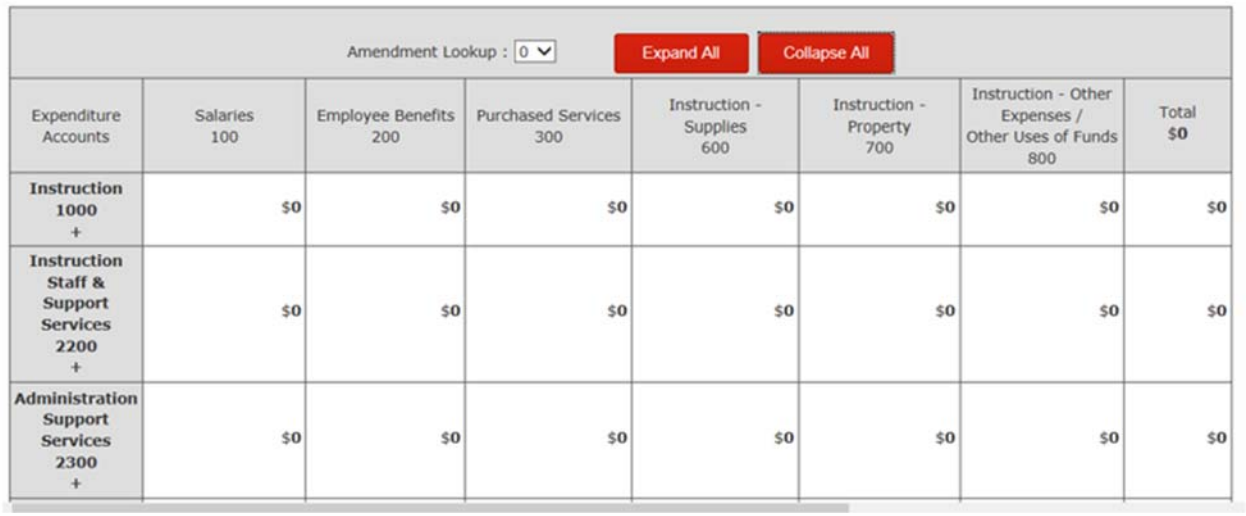
2014-2015 | District not Updated | SINA Schools (3) | Comments (0) | Save | Finish | Close

Once the user has provided a response in each box, click the **Finish** button once. This will return the user to the Migrant Program Home screen. The user will see that the School Year Measurable Program Outcomes form has moved to the bottom of the menu and has received the “District Finished” status.

Click the Migrant Budget to be completed next.

MIGRANT BUDGET

Enter all migrant program expenses on the Migrant Budget up to but not exceeding the migrant allocation listed at the top of the budget form. Do not enter any figures in the "Total" fields, as totals will be completed as figures are entered into categories. Round all amounts to the nearest dollar. Please refer to the Title I Program General Budget section for guidance on allowable expenditures and proper budget placement of those expenditures.



Amendment Lookup : 0 Expand All Collapse All

Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Instruction - Supplies 600	Instruction - Property 700	Instruction - Other Expenses / Other Uses of Funds 800	Total $0
Instruction 1000 +	$0	$0	$0	$0	$0	$0	$0
Instruction Staff & Support Services 2200 +	$0	$0	$0	$0	$0	$0	$0
Administration Support Services 2300 +	$0	$0	$0	$0	$0	$0	$0

The budget table shown above has been collapsed. When all information has been entered on the Migrant Budget form, the user may collapse the budget data to see an Expenditure Summary of total budget figures in each category by clicking the **Collapse All** button. The user may also collapse only certain budget rows by clicking at the far left of the budget table. The Migrant Budget form may be expanded by row by clicking at the far left of the row or in whole by clicking the **Expand All** button to reveal the regular expenditure categories.

After all detail is completed, the user should click the **Finish** button. The user must fix all errors appearing in RED. The user must verify the YELLOW warning errors. A yellow highlight is simply a reminder to check your work.

✔ **TIP: Do NOT double-click the Finish button.**

The user will be returned to the Migrant Program Home screen, which will reveal that the Migrant Budget form shows the "District Finished" status and has been moved to the bottom of the menu.

Click the Migrant Staff Assignments form to be completed next.

MIGRANT STAFF ASSIGNMENTS

The Staff Assignments form is required when salary amounts are indicated in the budget. If a staff count is added to the Staff Assignments form, then staff salaries must be added to the budget; and conversely,

if a staff salary is included in the budget, then a staff count must be added to the Staff Assignment form. **Note:** You are not required to report FTE on the budget form.

On the Migrant Staff Assignments form, enter the number of staff assignments for which salary payments will be made from migrant education funds for services to be performed in either the regular and/or summer term. Also complete full-time equivalency (FTE) for staff assignments for the regular and summer terms. The FTE of a staff member must reflect part of a staff member's salary paid by migrant education. Carry this figure (FTE) to the nearest tenth of a percent (e.g. 3.4). If the local education agency receives funding for a SEA approved recruiter's salary, please show the appropriate FTE. When reporting migrant education program staff, the user must also indicate how many within each category are Bilingual.

The terms for each staff category are defined below:

Certified Teachers -- These are the teachers who have been employed to perform the teaching activities described in this application. Teachers with responsibility for <u>any</u> remedial reading instruction <u>must</u> have a reading endorsement. Any questions regarding a reading endorsement must be directed to the DE Board of Educational Examiners. **Note:** Title I math teachers need no additional endorsement.

Counselor –A counselor is defined as a professional staff member who is employed by the migrant program to guide individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development. For the purposes of the Migrant Education Program, a counselor in this position is limited to working with eligible migrant students and families and does not include a counselor that fulfills other district requirements.

Paraprofessionals (Educational Associates) – For the purposes of Title I, Part C, a paraprofessional is an employee who provides instructional support in a program supported with Title I, Part C funds. Instructional support includes individuals who (1) provide one-on-one tutoring for eligible students if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision of a teacher. **Note:** Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

Recruiters – A recruiter is defined as a staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

Advocate – An advocate is defined as a staff person who is responsible for identifying, developing, scheduling, and monitoring community, school, or federal services that are needed by migrant students, OSY, or migrant families. The advocate may assist in conducting needs assessments, interpret programs and activities, or organize volunteer services to assist with obstacles that may exist for migrant populations.

Records Transfer Staff – A records transfer staff person is defined as an individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

Administrators – An administrator is defined as a professional migrant staff member, including the migrant program director or the migrant regional director.

✔ **TIP: Be sure to click the Save button often.**

Staff Assignments

2014-2015 District not Updated

SINA Schools (3) Comments (0) Save Finish Close

Staff Funded by Combined Migrant Budget and Carryover

In the below table, provide the headcount and FTE by job classification of the staff **funded by the MEP**

	PUBLIC		PRIVATE		SUMMER TERM STAFF
	WHOLE NUMBER	FTE	WHOLE NUMBER	FTE	WHOLE NUMBER
CERTIFIED TEACHERS	0	0	0	0	0
COUNSELOR	0	0	0	0	0
PARAPROFESSIONALS	0	0	0	0	0
RECRUITERS	0	0	0	0	0
RECORDS TRANSFER STAFF	0	0	0	0	0
ADMINISTRATORS	0	0	0	0	0
TOTAL	0	0	0	0	0

Enter the total number of paraprofessionals funded from Title I migrant education funds that will provide Title I instructional services to migrant students.

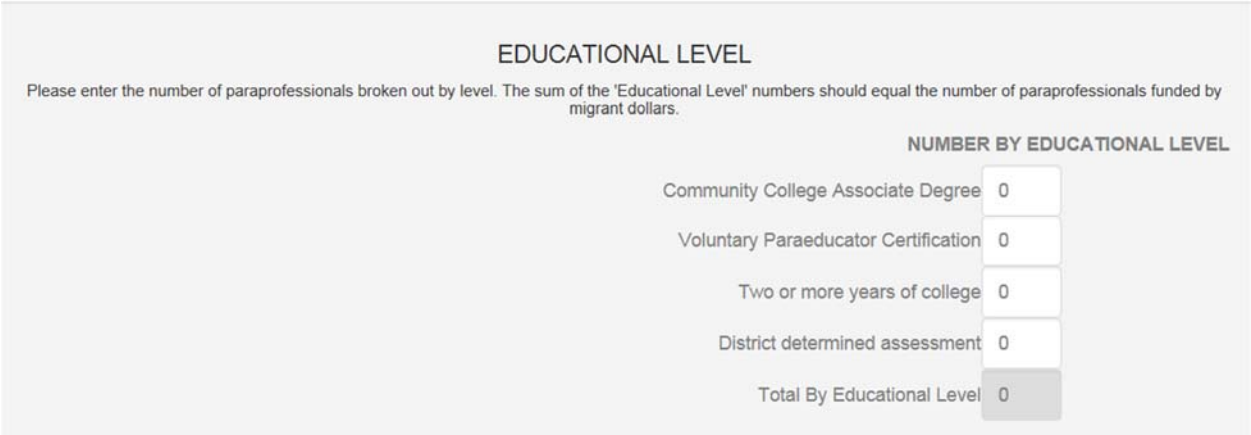
Migrant Paraprofessionals

Total number of migrant funded paraprofessionals providing instructional services to migrant students 0

There are no extensions of the highly qualified requirement; a paraprofessional must be highly qualified upon employment. This is a requirement that the U.S. Department of Education is closely monitoring. To be considered highly qualified, a paraprofessional must have met **one** of the following criteria: completed two years of study at an institution of higher education; **or** obtained an associate's (or higher) degree; **or** obtained voluntary para-educator certification through the Iowa Board of Educational Examiners; **or** completed district determined assessments such as Work Keys, COMPASS, etc.

All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. This includes paraprofessionals who serve as translators or who conduct parental involvement activities.

For more information on qualified paraprofessionals, please refer to the Title I Paraprofessionals Guidance on the Iowa Department of Education web site at https://www.educateiowa.gov/pk-12/learner-supports/paraed.



EDUCATIONAL LEVEL

Please enter the number of paraprofessionals broken out by level. The sum of the 'Educational Level' numbers should equal the number of paraprofessionals funded by migrant dollars.

	NUMBER BY EDUCATIONAL LEVEL
Community College Associate Degree	0
Voluntary Paraeducator Certification	0
Two or more years of college	0
District determined assessment	0
Total By Educational Level	0

Please enter the number of paraprofessionals broken out by level. The sum of the “Educational Level” numbers should equal the sum of the “Migrant Paraprofessionals” total above. Click the **Finish** button to save data and perform edit validations. If no error messages are received, see the next paragraph to determine the need for the following staff certification documents or you may proceed to the next form in your Migrant application process.

✔ **TIP: Click Finish only one time.**

A requirement from the U.S. General Accounting Office requires time sheets or work logs to be maintained for ALL staff paid from federal sources. Local education agencies with Title I staff funded from a single federal funding source, may use a certification form similar to the sample following. LEAs must document split funded or partial funded Title I positions on time sheets or work logs similar to the following sample. Please note that this documentation represents a semi-annual certification of time and effort rather than just hours on paper; and should be signed after the fact, to authenticate the certification process. If you have questions regarding the use of these forms, please contact the auditor for your district.

Certification for Employee Funded from Federal Funding Source
XYZ Community School District

I am an employee of the XYZ Community School District. During the 2011-2012 school year, I am aware of my position and funding as shown below.

I understand that if my "Status" is listed below as "Single" which indicates all of the funding for my position is through one federal funding source, I am required to sign this certification at the end of each semester.

I understand that if my "Status" is listed below as "Multiple" which indicates I am funded through more than one federal funding source, I am required to submit an activity sheet for split funded employee's each pay period throughout the year.

ID	*Name*	*Bldg*	*Position*	*FTE*	*Funding*	*Status*
		0405	In Cls Reading	1.0	Title I	Single

ID	*Name*	*Bldg*	*Position*	*FTE*	*Funding*	*Status*
		0409	In Cls Reading	.50	Drop Out Prevention	Multiple
		0409	In Cls Reading	.50	Title I	Multiple

The duties I performed during the first semester were exclusively related to the funds listed above.

_____ _____
Employee Signature Date

_____ _____ _____
Supervisor Signature Supervisor Title Date

The duties I performed during the second semester were exclusively related to the funds listed above.

_____ _____
Employee Signature Date

_____ _____ _____
Supervisor Signature Supervisor Title Date

This form will be retained in the principal/supervisor's office for 3 years.

Activity Sheet for Split Federally Funded Staff
XYZ Community School District

I am an employee of the XYZ Community School District. During the 2011-2012 School Year, I am aware of my positions and funding as shown below. I understand that because I am funded through more than one funding source I need to turn in the following activity sheet for every pay period.

Pay Period Dates: _____

ID	*Name*	*Bldg*	*Position*	*FTE*	*Funding*	*Status*
00			IN CLS READING	0.50	DROP OUT PREVENTION	Multiple

Week 1

DATE	SAT	SUN	MON	TUE	WED	THR	FRI
# of hours							

Week 2

DATE	SAT	SUN	MON	TUE	WED	THR	FRI
# of hours							

ID	*Name*	*Bldg*	*Position*	*FTE*	*Funding*	*Status*
00			IN CLS READING	0.50	TITLE I	Multiple

Week 1

DATE	SAT	SUN	MON	TUE	WED	THR	FRI
# of hours							

Week 2

DATE	SAT	SUN	MON	TUE	WED	THR	FRI
# of hours							

_____ _____ _____
Employee Name Employee Signature Date

_____ _____
Principal/Supervisor Signature Date

Absence Codes	**Time Expectations for 7.75 hour day**	**Time Expectations for 7.50 hour day**
B – Bereavement	**1.0 – 7.75 hours**	**1.0 – 7.5 hours**
EM – Emergency	**0.9 – 7 hours**	**0.9 – 6 hours, 45 minutes**
F – Funeral	**0.8 – 6 hours, 10 minutes**	**0.8 – 6 hours**
H – Holiday	**0.7 – 5 hours, 30 minutes**	**0.7 – 5 hours, 15 minutes**
I – Personal Illness	**0.6 – 4 hours, 40 minutes**	**0.6 – 4 hours, 30 minutes**
J – Jury Duty	**0.5 – 3 hours, 52 minutes**	**0.5 – 3 hours, 45 minutes**
O – Other	**0.4 – 3 hours, 05 minutes**	**0.4 – 3 hours**
PB – Personal Business	**0.3 – 2 hours, 15 minutes**	**0.3 – 2 hours, 15 minutes**
	0.2 – 1 hour, 35 minutes	**0.2 – 1 hour, 30 minutes**
	0.1 – 45 minutes	**0.1 – 45 minutes**

This form will be retained in the principal/supervisor's office for 3 years.

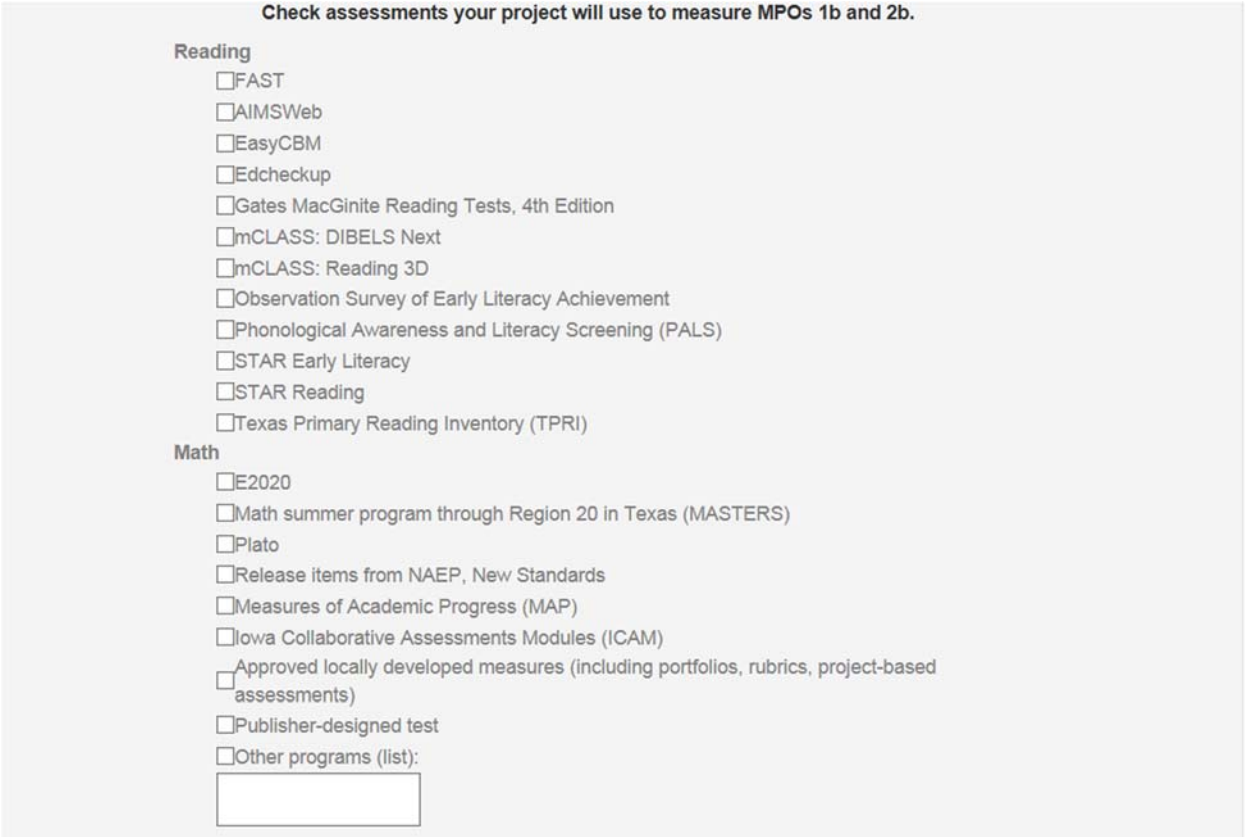
The user will be returned to the Migrant Program Home screen and the Migrant Staff Assignments form will have moved to the bottom of the menu and will display the “District Finished” status.

Click the Summer Measurable Program Outcomes form to be completed next.

SUMMER MEASURABLE PROGRAM OUTCOMES

If the local education agency will not offer a Title I migrant summer school session in 2016, click “No” and click the **Finish** button. The user will receive the “District Finished” status and may move on to the next form in the menu.

If the local education agency has been approved by the State Title I office to offer a summer school for migrant students, the user must complete this form. First click “Yes” and then enter the anticipated dates for the 2016 migrant summer school session (mm/dd/yyyy – mm/dd/yyyy).



Place a check next to each assessment that will be used to assess measurable program outcomes for the summer reading and/or math program funded with Title I migrant education funds.

Add text in each box describing how migrant funds will be used to implement the strategies and meet the MPO.

1.0 Literacy

MPO	Implementation Strategy	Describe how MEP funds will be used to implement the strategy and meet the MPO.
By the end of each school year , the percentage of the LEA's migrant students enrolled in summer programs who do not demonstrate gains between the pre- and post-assessments on a state-approved measure of reading will decrease by 10% from the preceding summer term.	Align reading PD to the needs of the migrant students as documented in the local CNA	
	Provide effective, research-based supplemental services in reading	
	Ensure that staff who work with migrant students receive PD to provide effective reading instruction to migrant students	

Describe the components of the LEA's Migrant Education Program that are designed to increase the proficiency level of its migrant students and contribute to the achievement of the State's performance targets for reading.

Add text in each box describing how migrant funds will be used to implement the strategies and meet the MPO.

2.0 Mathematics

MPO	Implementation Strategy	Describe how MEP funds will be used to implement the strategy and meet the MPO.
By the end of each school year, the percentage of the LEA's migrant students enrolled in summer programs who do not demonstrate gains between the pre- and post-assessments on a state-approved measure of math will decrease by 10% from the preceding summer term.	Align math PD to the needs of the migrant students as documented in the local CNA	
	Provide effective, research-based supplemental services in math	
	Ensure that staff who work with migrant students receive PD to provide effective math instruction to migrant students	

Describe the components of the LEA's Migrant Education Program that are designed to increase the proficiency level of its migrant students and contribute to the achievement of the State's performance targets for math.

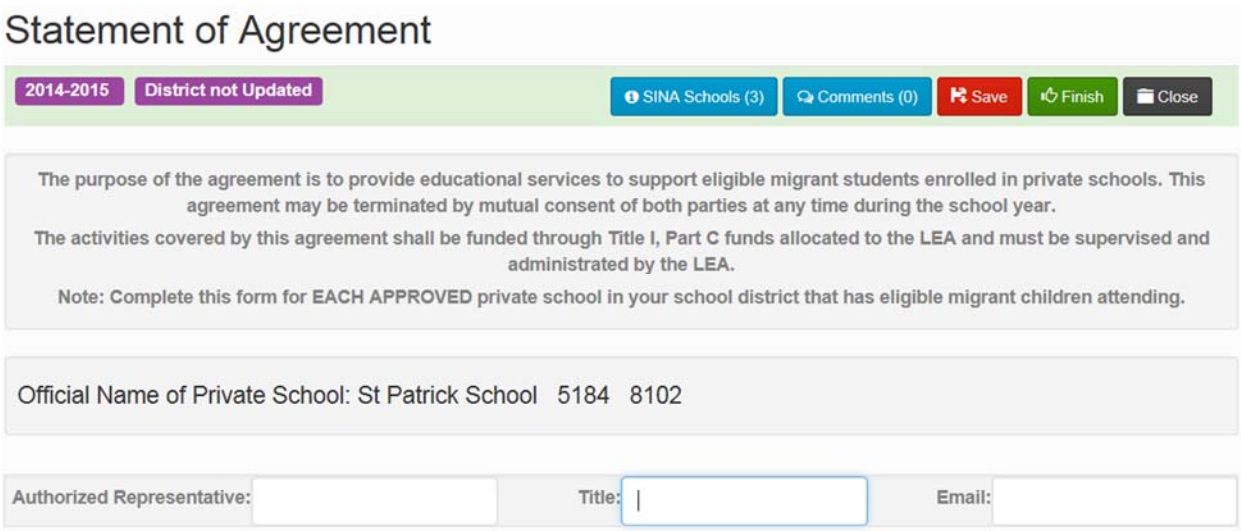
2014-2015 | District not Updated | SINA Schools (3) | Comments (0) | Save | Finish | Close

Once the user has entered a response in each box as requested, click the **Finish** button once. The user will be returned to the Migrant Program Home screen and will be able to confirm that the Summer Measurable Program Outcomes form has received the "District Finished" status and been moved to the bottom of the menu.

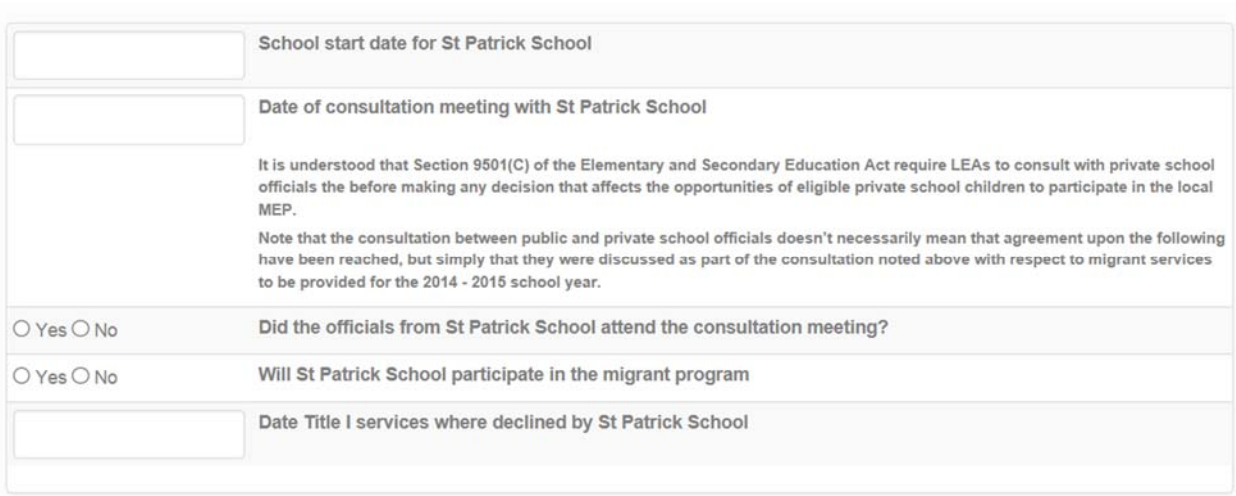
If the district has one or more accredited private schools within the boundaries of the LEA, the user must complete the Statement of Agreement form for each private school. The purpose of this form is to certify that consultation took place between the public and private school and that the public school offered to provide educational services to support eligible migrant students enrolled in private schools with activities funded through Title I, Part C funds allocated to the LEA.

Click on the Statement of Agreement form, as applicable, or the Migrant Narratives form.

STATEMENT OF AGREEMENT



The Statement of Agreement form includes a separate form for each accredited private school within the LEA. The name of the private school and the name and title of the authorized private school representative will be automatically entered on the form. The status information on the Migrant Program Home screen will give an update of the progress of the district in completing the required steps of the Statement of Agreement process and will give a final outcome for each consultation.



Districts that have eligible private schools within their boundaries must respond to the questions regarding private school participation for each private school within the LEA boundaries. The private school start date and the date of timely and meaningful consultation between public and private school officials must be completed. **Note:** The date of the consultation regarding Title I migrant services must be, at a minimum, before the first day of school for the private school.

If the private school has declined Title I migrant service, select "No" for the last two questions and enter the date Title I services were declined by the private school. Click the **Finish** button. The Migrant Program Home screen will change the status to "Waiting on private school" and automatically send an email to the private school official. The private school will be asked to verify that, at minimum, a conversation took place in which the private school declined Title I service for the current school year.

If the private school has attended the consultation and accepted Title I service, select "Yes" for the last two questions. The following table will automatically appear.

Pick One	Location of Migrant service
	During the consultation meeting, where the following areas addressed?
○ Yes ○ No	How the LEA will identify the needs of eligible private school children
○ Yes ○ No	What services the public school district will offer to eligible private school children
○ Yes ○ No	How and where the agency will provide those services
○ Yes ○ No	By whom services will provided
○ Yes ○ No	How the LEA will assess the services and how it will use results of the assessment to improve those services
○ Yes ○ No	Size and scope of the services to be provided
○ Yes ○ No	Amount of funds available for services
○ Yes ○ No	How and when the agency will make decisions about the delivery of services

2014-2015 | District not Updated | SINA Schools (3) | Comments (0) | Save | Finish | Close

Section 200.63 of the Title I regulations address the minimum components that must be discussed as part of timely and meaningful consultation. Timely is defined as before the private school starting date. Meaningful is defined as all key components were discussed. The public school must report whether these components as outlined above were included in the discussion between public and private school officials.

During consultation, remind private school officials they will receive and must respond to email. The private school official will receive an automatic email notification from the Iowa Department of Education Title I web application with instructions on how to review the private school portion of the Statement of Agreement form. It should be understood by both parties that affirmation by the private school official only indicates that each topic was discussed during the public/private school consultation; it does not imply approval of the decision of each topic. Both parties should be aware that the public school has the final say in Title I services and does not have to do all that is asked by the private school. Once the form is affirmed by the private school, the public school official will not be able to make changes to that portion of the Statement of Agreement form. **Note:** Failure on the part of the private school official to affirm the Statement of Agreement form for their private school will prevent the approval of the public school Title I migrant application.

If the district is providing service to a private school, at the first question the user should select whether the Title I services will be located at a neutral site, within the private school or within the public school. The public school representative must then select the appropriate yes or no response for each of the additional questions and click the **Finish** button. There must be a response to each of the items. If the

response to any of the discussion components is “No” the public school must go back and continue consultation with the private school until all responses can be answered in the affirmative. Once this occurs and the user clicks the **Finish** button, an email will automatically forward to the private school official for review and affirmation. During this period, the status will reveal that the district is waiting for the private school to respond.

✔ **TIP: Do NOT double-click the Finish button.**

An email will be sent to notify the public school representative that the private school has affirmed the Statement of Agreement and that the user may continue to work on the district’s Title I migrant application.

If the private school does not agree with the public district, an email will be sent to the public school representative stating that the private school has clicked the **Deny** button. If the private school official does not agree with the responses, a comment box is available for noting the concerns. If the private school official believes that any topic(s) were not discussed, they should contact the public school representative to discuss the concerns.

If the district needs to make a change on the Statement of Agreement, click the **Undo** button. After the district makes the changes, the private school official will receive another email. The Title I migrant coordinator and private school official must work to resolve the private school concerns and achieve affirmation. If the private school concerns cannot be resolved, the private school may file a complaint with the Iowa Department of Education. Updated information about the complaint process will be found outlined under the Title I, Part A section of the Iowa Department of Education web site at http://educateiowa.gov.

Note: Both the LEA and the private school must verify that all elements of the consultation process occurred before the LEA will be able to submit the Title I application and receive funding.

The public school representative must repeat this process for each private school within the public school boundaries in order to maintain a written record of compliance with the requirements for private school consultation and services in Section 1120 of the Title I statute and Section 200 of the Title I regulations.

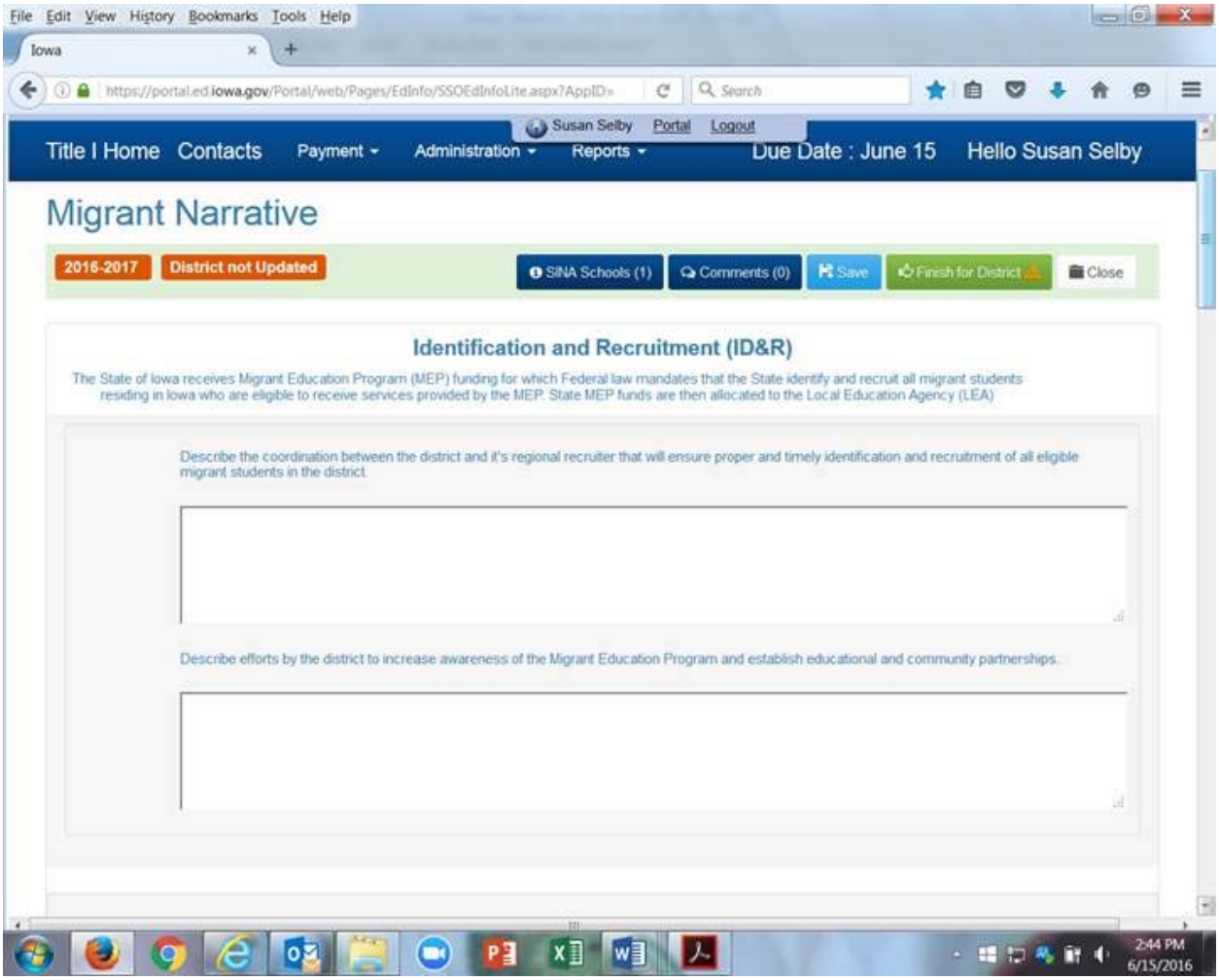
If the district is serving one or more private schools, the LEA must correctly calculate equitable services for private school students regarding parental involvement requirements. This can be done either through independent parent involvement activities or in conjunction with the LEA’s activities. If they are done independently, there must be an equitable distribution of funds for these activities. The Statement of Agreement form affirmation process provides the opportunity for the private school to verify that delivery of parent involvement activities was discussed during consultation.

According to federal private school Title I services guidance, consultation between public and private school officials is intended to be an ongoing process to begin in November or December of the prior year in preparation for the coming school year and continues through October of the current school year. For further information on private school Title I programs, please refer to the Private School Guidance under Title I, Part A section of the Iowa Department of Education web site. “Ensuring Equitable Services to Private School Children,” a private school toolkit is an online resource available at http://www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf. Specific questions regarding private school service should be addressed to the appropriate Title I consultant for the user’s district.

✔ **TIP: If there is a private school within the boundaries of the LEA, the private school section of the Selection of Schools form, the Within District Targeting of Funds form, and the Statement of Agreement form must all be completed regardless of whether the LEA is providing Title I services to that private school.**

The complaint procedure for private schools may be found on the Iowa Department of Education web site under Title I, Part A https://www.educateiowa.gov. Private school officials must be informed of their right to submit a written complaint to the SEA when they believe the LEA has not engaged in timely and meaningful consultation or considered the views of the private school. This does not mean that the public school must do what is asked by the private school. The public school has the final say in Title I services.

MIGRANT NARRATIVE



Please respond with the appropriate yes or no response for each question.

Priority for Services

To qualify for Priority for Services, a child must meet the following two criteria:
1. The child's education has been interrupted within the past 12 months
2. The child is failing, or most at risk of failing, to meet state standards

Please indicate in Table A and B the criteria your district will use to consistently determine who meets the priority for services.

Table A. Interruption during the Regular School Year

#1 - 4 : 1 item MUST have a check

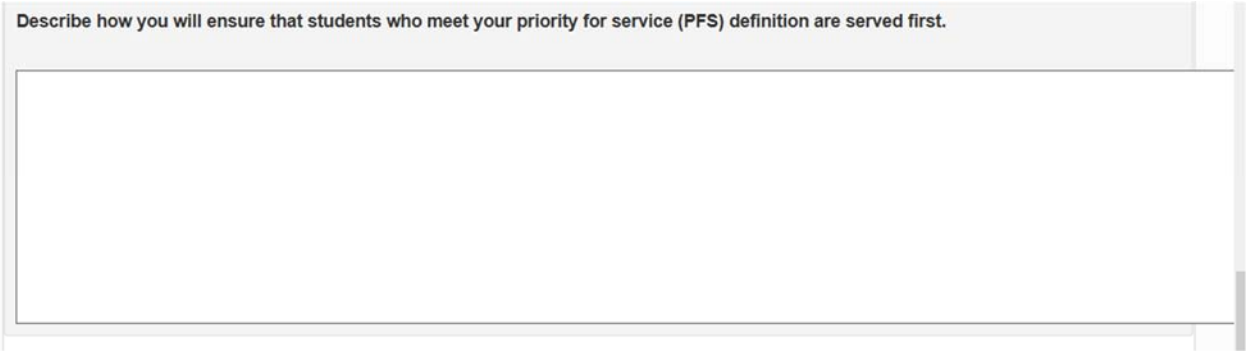
Yes/No	Interruptions Related to Migrant Issues - During Regular School Year
○ Yes ○ No	1. QAD of 08/15/14 or start of regular school year until end of current regular school year
○ Yes ○ No	2. Moved from one district to another due to migrant lifestyle.
○ Yes ○ No	3. Absent for two or more weeks and then returns due to migrant lifestyle.
○ Yes ○ No	4. Officially withdrawn and gone for at least two weeks and then re-enrolled due to migrant lifestyle.

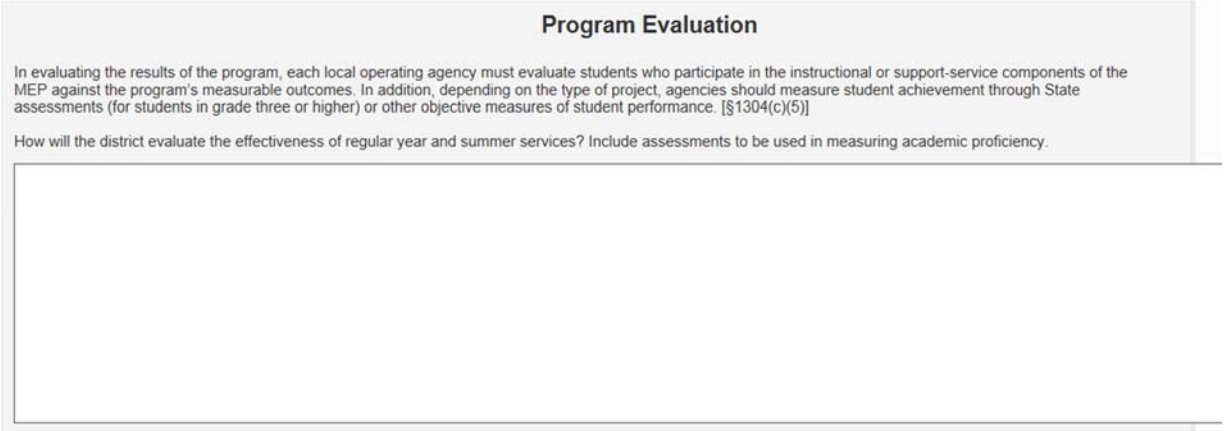
Please respond with the appropriate yes or no response for each question.

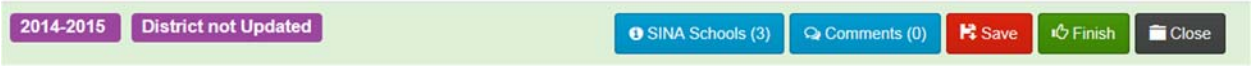
Table B. At Risk of Failing to Meet State Standards Criteria

#1-10: 1 Item must have a check

Yes/No	Criteria (Reference boxes to the left)
○ Yes ○ No	1. Scored below proficient on State assessments in Reading
○ Yes ○ No	2. Scored below proficient on State assessments in Math
○ Yes ○ No	3. Scored below proficient on State assessments from other States
○ Yes ○ No	4. Scored below 50% tile on norm-referenced test (reading and/or math)
○ Yes ○ No	5. Is below grade level on any K-3 reading diagnostic assessment
○ Yes ○ No	6. Is behind in accruing credits toward graduation requirements
○ Yes ○ No	7. Classified as non-English or limited English proficient
○ Yes ○ No	8. Placed in a class that is not age appropriate
○ Yes ○ No	9. Has grades indicating below average performance in math and/or language arts
○ Yes ○ No	10. Repeated a grade level or course

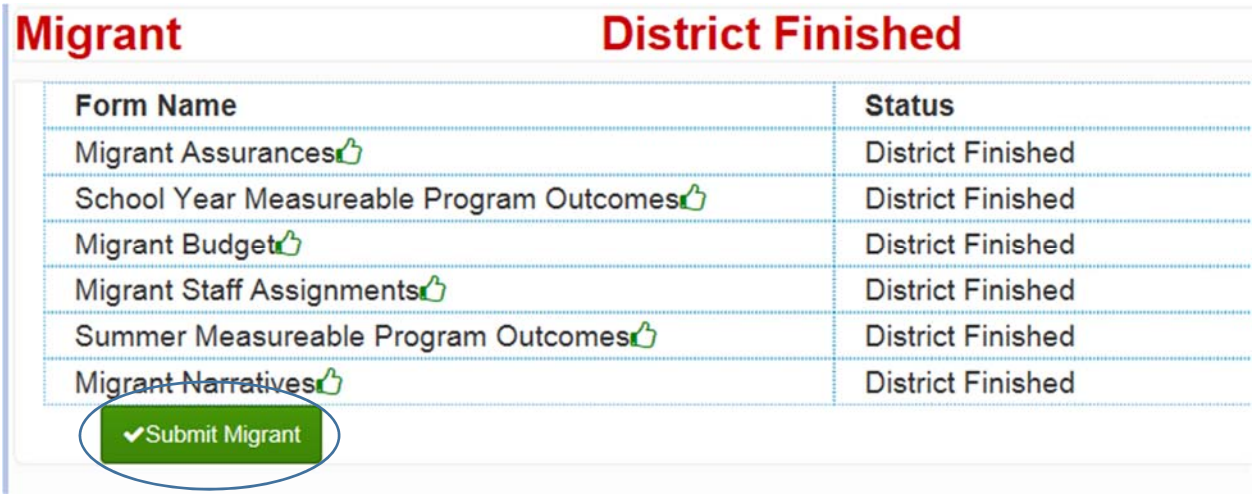






SUBMITTING THE APPLICATION

As the user progresses through the list of application forms required for their local education agency under the Migrant Program, "District Finished" will appear as the status as each form is completed.



Upon completion of all required forms, the **Submit** button will appear at the bottom of the Migrant status table on the Migrant Program Home screen. Clicking the **Submit** button will send an automatic email to notify the SEA that the district has completed the application process. **Note:** Once the LEA submits the application, no changes can be made at the local level.

If a need arises to change budget figures prior to clicking the **Submit** button, the user may click the Migrant Program Budget form on the Migrant Program Home screen and click the **Undo** button on the Migrant Budget form. This action will allow the user to make revisions to the budget as necessary. The user will need to click the **Finish** button and resolve any validation edits before again achieving the "District Finished" status.

✔ **TIP: It is advisable to visit with the Title I office prior to using the Undo option.**

The Title I staff will not proceed with processing your application until all required forms have been completed and the Submit button is clicked. The **Submit** button will not become available until all required forms have been completed.

REPORTING TITLE I EXPENDITURES

At the end of the project year, the district must declare final expenditures and complete the project budget via their Migrant application. To initiate the process to report the district's actual Title I, Part C Migrant expenditures and receive final payment, as applicable, please follow the process outlined for **each** Title I program (general budget, carryover budget, migrant budget, local delinquent budget, SINA budget). Please note that all Title I budgets are to be finalized **prior to July 15**.

The most critical step to reporting Title I expenditures is to first decide if the budget you are reporting on needs to be amended. You need to file an amendment if:

- The total expenditures are less than the approved budget amount.
- The total spent in an expenditure category exceeds the budgeted amount by more than 10 percent.
- There are reimbursable Title I expenditures not included in the approved budget.

Note: If the district needs to file an amendment, please follow through with that process before reporting the Title I expenditures for the program.

Once a Title I application has been approved by the program consultant and Title I administrative consultant, the district will receive an email to that effect. At this point there will only be two options: to add an amendment or finish the budget. After April 15, the **Finish** button will appear on each Title I budget to allow a district to report Title I expenditures as final.

✔ **TIP: The Finish button should NOT be clicked until the end of the project year when expenditures have been made and the district is ready to close out the program following the process outlined in this section.**

To finalize a budget, go to the budget form of the Title I application program. Work your way through the following questions to determine if your district is ready to finalize or needs to complete a budget amendment before finalizing.

Are Title I project expenditures complete? Complete means all costs approved on budget have been paid (exception: salaries and benefits, which are fixed costs).

NO - Title I project expenditures, other than salaries and benefits, are **NOT** complete. You must wait until all Title I expenditures have been paid to close out your budget and then start the process over by answering this question again..

YES – Title I project expenditures, other than salaries and benefits, are complete. The next question is:

Is the following a true statement: A review of our Title I expenditures shows that:

- ***We did not spend less than the approved budget amount;***
- ***We do not want to spend funds for something we did not include in the approved budget; and***
- ***Our expenditures in any category do not exceed the approved amount by more than 10%.***

NO – Our expenditures do **not** meet all three of the conditions above. You must complete an amendment process prior to reporting Title I expenditures as final.

YES – The district Title I contact and/or business manager agree that our expenditures meet all three of the conditions above. You may click the **Finish** button to finalize your program for the current school year and initiate the final payment, as applicable, to your district.

✔ **TIP: You are reminded that the Finish button should not be selected until the user is certain all project budget expenditures are final and accurately listed in the project budget being certified as complete.**

The local education agency is required to report Title I expenditures as final for each approved program (i.e. Title I general and carryover funds, migrant funds, local delinquent funds, SINA funds).

AMENDING A MIGRANT BUDGET

For various reasons, it may become necessary for an LEA to amend the approved budget during the project year. You need to file an amendment if:

- The total expenditures are less than the approved budget amount.
- The total spent in an expenditure category exceeds the budgeted amount by more than 10 percent.
- There are reimbursable Title I expenditures not included in the approved budget.

To complete this process, the LEA must submit an electronic amendment to the applicable approved budget of the Title I application. **Note:** If the district needs to file an amendment, please follow through with that process before reporting the Title I expenditures for the program.

The option for amending the Title I Migrant Program Budget becomes available electronically once the SEA approves the local delinquent budget. The following is the amendment process for the migrant budget:

1. From the Migrant Program Budget form of the Title I Migrant Program application, click the **Add Amendment** button.
2. Complete the new budget by changing only those numbers that need to be changed. The totals will change as the user enters each number.
3. Click the **Save** button to save the new amended budget; then click the **Finish** button to return to the Migrant Program Home screen.
4. Submit the amended budget by clicking the **Submit** button.

The amended budget will go through the approval process at the State Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made. When amending to reflect your actual expenditures, please wait for the amendment to be approved by the state Title I office before reporting Title I expenditures as final. **Note:** The original budget will be available following an amendment process by using the lookup menu on the local migrant budget form.