Title I, Part C
Migrant Education Program
Completing the Program Application

Iowa Department of Education
May 2015
Agenda

- Contacts
- Assurances
- Measurable Program Outcomes (MPO): Regular Year
- Measurable Program Outcomes (MPO): Summer
- Narratives: Identification & Recruitment (ID&R)
- Narratives: Parent Involvement
- Narratives: Priority for Services (PFS)
- Statement of Agreement/Private School Services
- Staff Assignments
- Budget
- Finalizing the Budget
- Amending the Budget
- Supplement vs. Supplant
- State Contacts
Contacts

7029 0000 Williamsburg Comm School District

Migrant

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol</td>
<td>Montz</td>
<td><a href="mailto:cmontz@williamsburg.k12.i.a.us">cmontz@williamsburg.k12.i.a.us</a></td>
<td>319 668-1059</td>
<td>Superintendent</td>
</tr>
</tbody>
</table>
### Application Home Page

#### Migrant

<table>
<thead>
<tr>
<th>Form Name</th>
<th>Status</th>
<th>Updated By</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrant Budget</td>
<td>Waiting District Final Approval</td>
<td>Geri Mcmahon</td>
<td>12/7/2014</td>
</tr>
<tr>
<td>Migrant Carryover Budget</td>
<td>Waiting District Final Approval</td>
<td>Geri Mcmahon</td>
<td>2/18/2015</td>
</tr>
<tr>
<td>Migrant Assurances</td>
<td>State Final Approved</td>
<td>Susan Selby</td>
<td>11/19/2014</td>
</tr>
<tr>
<td>School Year Measureable Program Outcomes</td>
<td>State Final Approved</td>
<td>Susan Selby</td>
<td>11/19/2014</td>
</tr>
<tr>
<td>Migrant Staff Assignments</td>
<td>State Final Approved</td>
<td>Geri Mcmahon</td>
<td>12/7/2014</td>
</tr>
<tr>
<td>Summer Measureable Program Outcomes</td>
<td>State Final Approved</td>
<td>Susan Selby</td>
<td>11/19/2014</td>
</tr>
<tr>
<td>Lutheran Interparish School Migrant Statement</td>
<td>State Final Approved</td>
<td>Susan Selby</td>
<td>11/19/2014</td>
</tr>
<tr>
<td>Migrant Narratives</td>
<td>State Final Approved</td>
<td>Geri Mcmahon</td>
<td>12/7/2014</td>
</tr>
</tbody>
</table>
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.
Measurable Program Outcomes (MPO): School Year

Service Delivery Plan
- Needs of migrant children
- Outcomes & targets
- Services
- Program evaluation

Performance targets
- Reading
- Math
- HS graduation
- Attendance
# Measurable Program Outcomes (MPO): School Year

## 1.0 Literacy

<table>
<thead>
<tr>
<th>MPO</th>
<th>Implementation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe how MEP funds will be used to implement the strategy and meet the MPO.</td>
</tr>
</tbody>
</table>

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.

*All of our summer program teachers and after school program teachers participate in PD for reading instruction.*

*All of our teachers provide the same research-based reading instruction.*

*The same staff that works with migrant students, as listed.*
Measurable Program Outcomes (MPO): School Year

Comm School District

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE I OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS

- FICA cannot be greater than 7.65% of Total Salary.

Round to the nearest dollar.
Measurable Program Outcomes (MPO): Summer

Check assessments your project will use to measure MPOs 1b and 2b.

Reading

- FAST
- AIMSWeb
- EasyCBM
- Edcheckup
- Gates MacGrine Reading Tests, 4th Edition
- mCLASS: DIBELS Next
- mCLASS: Reading 3D
- Observation Survey of Early Literacy Achievement
- Phonological Awareness and Literacy Screening (PALS)
- STAR Early Literacy
- STAR Reading
- Texas Primary Reading Inventory (TPRI)
- Other programs (list):
Measurable Program Outcomes (MPO): Summer

Math
- E2020
- Math summer program through Region 20 in Texas (MASTERS)
- Plato
- Release items from NAEP, New Standards
- Measures of Academic Progress (MAP)
- Iowa Collaborative Assessments Modules (ICAM)
- Approved locally developed measures (including portfolios, rubrics, project-based assessments)
- Publisher-designed test
- Other programs (list):
# Measurable Program Outcomes (MPO): Summer

## 1.0 Literacy

<table>
<thead>
<tr>
<th>MPO</th>
<th>Implementation Strategy</th>
<th>Describe how MEP funds will be used to implement the strategy and meet the MPO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All migrant students enrolled in a summer program will achieve gains as demonstrated on the pre- and post-assessments of a state-approved measure of reading.</td>
<td>Align reading PD to the needs of the migrant students as documented in the local CNA.</td>
<td>All of our summer program teachers are required to attend at least two days of PD.</td>
</tr>
<tr>
<td></td>
<td>Provide effective, research-based supplemental services in reading.</td>
<td>All of our teachers provide the same research-based supplemental services.</td>
</tr>
<tr>
<td></td>
<td>Ensure that staff who work with migrant students receive PD to provide effective reading instruction to migrant students.</td>
<td>The same staff that works with migrant students, as listed above, will provide PD.</td>
</tr>
</tbody>
</table>

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.
Measurable Program Outcomes (MPO): Summer

2.0 Mathematics

<table>
<thead>
<tr>
<th>MPO</th>
<th>Implementation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe how MEP funds will be used to implement the strategy and meet the MPO.</td>
</tr>
</tbody>
</table>

All migrant students enrolled in a summer program will achieve gains as demonstrated on the pre- and post-assessments of a state-approved measure of math.

- 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.
Measurable Program Outcomes (MPO): Summer

Title I Home  Contacts  Administration  ▼  Susan  ▼  Portal  ▼  Logout

Hello Susan Selby

District  Year  2014-2015

Comm School District

2014-2015  Waiting District Final Approval

SINA Schools (1)  Comments (2)  ▼  Save  ▼  Finish  ▼  Close

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE I OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS

Round to the nearest dollar.

• FICA cannot be greater than 7.65% of Total Salary.
Recruiter's primary responsibilities

1. To obtain information provided by parents, guardians, and others regarding the child’s eligibility for the MEP
2. To determine eligibility
3. To record information on the COE which establishes that a child is eligible for the MEP
Narratives: Identification & Recruitment (ID&R)

Identification and Recruitment (ID&R)

The State of Iowa receives Migrant Education Program ( MEP) funding for which Federal law mandates that the State identify and recruit all migrant students residing in Iowa who are eligible to receive services provided by the MEP. State MEP funds are then allocated to the Local Education Agency (LEA).

Please indicate which option below best describes how migrant students are identified:

- The LEA works closely with a District/Regional Recruiter
- The LEA employs a District Recruiter only

Describe activities that will ensure proper and timely identification and recruitment of all eligible migrant students in the district.

Our program is very unique compared to others in Iowa. We have migrant on-boarding days at Monsanto, the corporation who employs our seasonal workers, where we start our COE process. We do 90% of our COEs at these 5 or 6 on-boarding days. After this we get lists from them of all families, in case we missed someone, and we will go to their camp to fill out the COE, if appropriate. 96% of our migrant workers live in two different camps outside of Williamsburg. All of our migrant workers for Monsanto do field work. We will also coordinate with Monsanto to actually visit them in the fields and get them to fill out a COE while on a break.

The only time we have identification issues is when a parent works for our local TMC (Texas migrant council), which does not qualify as migrant work.

Describe efforts by the district to increase awareness of the Migrant Education Program and establish educational and community partnerships.

We have a very strong PAC (parent advisory committee). They meet at least 4 or 5 times within the five months they are here and help advise the school on decisions. The school has a great working relationship with our parents, so this helps a lot when it comes to programming during the summer and regular school year.

We use several community partners during our summer program. This year we visited Lake Iowa for outdoor activities free of charge nine different times. We look for anything to give our kids a little something extra during the summer time they normally would not get.
Narratives: Priority for Services (PFS)

**Academic need**
Demonstrated need as reflected during the past 12 months on Iowa Assessments or local academic assessment data

--or--

**Other multiple risk factors:**
- History of retention
- Overage for grade
- Free/reduced price lunch
- Limited English Proficient

**Educational interruption** (during the regular school year)
A change of schools or missing a significant amount of time at school during the past 12 months due to the migrant lifestyle
Narratives: Priority for Services (PFS)

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 falling, or most at risk of falling, 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

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Interruptions Related to Migrant Issues - During Regular School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>QAD of 08/16/14 or start of regular school year until end of current regular school year</td>
</tr>
<tr>
<td>No</td>
<td>Moved from one district to another due to migrant lifestyle.</td>
</tr>
<tr>
<td>Yes</td>
<td>Absent for two or more weeks and then returns due to migrant lifestyle.</td>
</tr>
</tbody>
</table>

Hello Susan Selby
### Table B. At Risk of Failing to Meet State Standards Criteria

#1-10: 1 Item must have a check

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>Yes ○ No</td>
<td>Scored below proficient on State assessments in Reading</td>
</tr>
<tr>
<td>Yes ○ No</td>
<td>Scored below proficient on State assessments in Math</td>
</tr>
<tr>
<td>Yes ○ No</td>
<td>Scored below proficient on State assessments from other States</td>
</tr>
<tr>
<td>Yes ○ No</td>
<td>Scored below 50% tile on norm-referenced test (reading and/or math)</td>
</tr>
<tr>
<td>Yes ○ No</td>
<td>Is below grade level on any K-3 reading diagnostic assessment</td>
</tr>
<tr>
<td>Yes ○ No</td>
<td>Is behind in accruing credits toward graduation requirements</td>
</tr>
<tr>
<td>Yes ○ No</td>
<td>Classified as non-English or limited English proficient</td>
</tr>
</tbody>
</table>
Describe how you will ensure that students who meet your priority for service (PFS) definition are served first.

During our summer program we do a pre test to get started. Almost 100% of our migrant students move during the year, so they meet the first criteria. From there we make sure to support those who fall below proficiency on our assessments before giving our post test. Teachers are aware of our PFS students due to the fact they know the first criteria is taken care of, so they just worry about those students who perform below on our assessments.

During the school year we use migrant funds to hire someone to meet the needs of PFS beyond anything we give other students. This means they work with our PFS students during their study hall time or after school.
Measurable Program Outcomes (MPO): Summer

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE I OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS

Round to the nearest dollar.

• FICA cannot be greater than 7.65% of Total Salary.
Narratives: Parent Involvement

- Include parents in the development of its comprehensive State plan.
- Consult with parent advisory councils (PACs) regarding programs.
- Plan and operate the program in a manner consistent with section 1118:

  - Written parent involvement policy
  - Involvement of parents in an organized, ongoing, and timely way in the implementation of the program
  - Development of a school-parent compact in order to share the responsibility for high student academic achievement
  - Capacity building of parents and school staff for strong parental involvement
  - Effective access to parental involvement activities
Narratives: Parent Involvement

Parent Involvement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. Title I supports parental involvement by enlisting individual parents to help their children do well in school. In order to receive MEP funds, SEAs and the local operating agencies must implement programs, activities, and procedures that effectively involve migrant parents.

An SEA must:
1) develop its comprehensive State plan in consultation with parents;
2) consult with parent advisory councils (PACs) regarding programs that are one school year in duration; and
3) plan and operate the MEP in a manner that provides for the same parental involvement as is required in section 1118.

How will the district consult with migrant parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the district MEP? Information needs to include the local Parent Advisory Committee (PAC).

We have a PAC committee that has really developed over the past few years. They meet regularly and advise the school on things to help support their kids. We have put “Little Libraries” at our camps and done our best to communicate student progress to parents, even with their very busy work schedules. Overall, I feel like we have great parent involvement.

This year they held their 2nd Annual Family Fun Night at our east camp. Last year it was at west camp, but the plan is to rotate it yearly. This even helps build a sense of community among our migrant families and the two camps. In the past the camps have been rivals and it has even caused problems with older students in school. This year they raised almost $1000, and donated all of the money to the school.

The plan for next year is to do the same, along with offering classes for adults to further support their child at home.
Questions to Ask:

1. Was the project implemented as described in the approved program application? If not, what changes were made?
2. What worked in the implementation?
3. What problems did the project encounter?
4. What improvements can be made?
Narratives: Program Evaluation

Program Evaluation

In evaluating the results of the program, each local operating agency must evaluate students who participate in the instructional or support-service components of the MEP against theprogram’s measurable outcomes. In addition, depending on the type of project, agencies should measure student achievement through State assessments (for students in grade three or higher) or other objective measures of student performance. [§1304(c)(5)]

How will the district evaluate the effectiveness of regular year and summer services? Include assessments to be used in measuring academic proficiency.

As a district we will review all of the data we get from our migrant students. We will use this data to make decisions for programming and instruction. In the summer, we do pre and post testing, which helps drive our summer reading and math plans. We also use this data to target students for small group and one-on-one services. Right now our main assessment for reading in the summer is the DIBELS Next, and for math we use grade level appropriate assessments.

This is more of a challenge for us during the regular school year since we only have our students for a term. We make sure they are testing for their English Language Level, and also DIBELS Next or math test any new students who were not part of our summer program.

We do our best to make sure all migrant students in grades 3 to 12 take our MAPS Assessment because most of them are gone before our Iowa Assessments, especially now since we moved our testing to the spring.
Consultation must cover all phases of the design and development of the program:

- Identification of children’s needs
- Services
- Provision of services
- Who will provide services
- Evaluation of services
- Funds available for services
- Size and scope of services
- How and when decisions will be made about the delivery of services
Statement of Agreement

The purpose of the agreement is to provide educational services to support eligible migrant students enrolled in private schools. This agreement may be terminated by mutual consent of both parties at any time during the school year.

The activities covered by this agreement shall be funded through Title I, Part C funds allocated to the LEA and must be supervised and administered by the LEA.

Note: Complete this form for EACH APPROVED private school in your school district that has eligible migrant children attending.

Official Name of Private School: 

Authorized Representative: 
Title: Principal 
Email: mgrewe@lutheraninterpal
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/18/2014</td>
<td>School start date for Lutheran Interparish School</td>
</tr>
<tr>
<td>10/08/2014</td>
<td>Date of consultation meeting with Lutheran Interparish School</td>
</tr>
</tbody>
</table>

**Warning:** In the future, please make sure you consult with the private school prior to the private school start date.

It is understood that Section 9501(C) of the Elementary and Secondary Education Act require LEAs to consult with private school officials before making any decision that affects the opportunities of eligible private school children to participate in the local MEP.

Note that the consultation between public and private school officials doesn’t necessarily mean that agreement upon the following have been reached, but simply that they were discussed as part of the consultation noted above with respect to migrant services to be provided for the 2014 - 2015 school year.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Did the officials from Lutheran Interparish School attend the consultation meeting?</td>
</tr>
<tr>
<td>No</td>
<td>Will Lutheran Interparish School participate in the migrant program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/08/2014</td>
<td>Date Title I services where declined by Lutheran Interparish School</td>
</tr>
<tr>
<td></td>
<td>PUBLIC</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>WHOLE NUMBER</td>
</tr>
<tr>
<td>CERTIFIED TEACHERS</td>
<td>17</td>
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<tr>
<td>COUNSELOR</td>
<td>0</td>
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<tr>
<td>PARAPROFESSIONALS</td>
<td>6</td>
</tr>
<tr>
<td>RECRUITERS</td>
<td>1</td>
</tr>
</tbody>
</table>
**Staff Assignments**

**Migrant Paraprofessionals**

Total number of migrant funded paraprofessionals providing instructional services to migrant students: 6

---

**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.

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College Associate Degree</td>
<td>1</td>
</tr>
<tr>
<td>Voluntary Paraeducator Certification</td>
<td>0</td>
</tr>
<tr>
<td>Two or more years of college</td>
<td>1</td>
</tr>
<tr>
<td>District determined assessment</td>
<td>1</td>
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</table>

Total By Educational Level: 6
### Budget

#### Expenditure Accounts

<table>
<thead>
<tr>
<th>Account</th>
<th>Salaries 100</th>
<th>Employee Benefits 200</th>
<th>Purchased Services 300</th>
<th>Instruction - Supplies 600</th>
<th>Instruction - Property 700</th>
<th>Other</th>
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<tbody>
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<tr>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Sub Salary</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer School Salary</td>
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<tr>
<td>Other</td>
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#### Instruction 1000

<table>
<thead>
<tr>
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<th>Instruction</th>
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</thead>
<tbody>
<tr>
<td>Travel</td>
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- Other Description
- Other
### Carryover Budget

#### Expenditure Accounts

<table>
<thead>
<tr>
<th>Account</th>
<th>Salaries 100</th>
<th>Employee Benefits 200</th>
<th>Purchased Services 300</th>
<th>Instruction - Supplies 600</th>
<th>Instruction - Property 700</th>
<th>Other</th>
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<tbody>
<tr>
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<td>Para Salary</td>
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<td>$4,028</td>
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<td>Summer School Salary</td>
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<tr>
<td>Other</td>
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<td>$4,500</td>
<td>$4,028</td>
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<td>$0</td>
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<tr>
<td><strong>Total</strong></td>
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<td>$12,084</td>
<td>$9,000</td>
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#### Instruction 1000 -

<table>
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<tr>
<th>Account</th>
<th>Travel Between Buildings</th>
<th>Professional Development</th>
<th>Consumables</th>
<th>Computers</th>
<th>Other Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
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<td>$0</td>
<td>$0</td>
<td>$2,500</td>
<td>$0</td>
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</table>

#### Instruction -

<table>
<thead>
<tr>
<th>Account</th>
<th>National Conference</th>
<th>Diagnostic Testing Materials</th>
<th>Software</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
Are migrant 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 migrant 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.
Do the following statements apply to your district?

- We expended less than the approved budget amount.
- We want to expend funds for something we did not include in the approved budget.
- Our expenditures in any category exceeds the approved amount by more than 10%.

**NO**– The district Title I administrator &/or business manager agree that none of the above conditions apply.

Click “Finish” to finalize your program for the current school year.

**YES**– The district Title I administrator &/or business manager agree that one of the above conditions apply.

Complete an amendment.
Amending the Budget

2014-15 Migrant Budget
2014-15 Allocation -
ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE I OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS
Round to the nearest dollar.

- FICA cannot be greater than 7.65% of Total Salary.
- IPERS cannot be greater than 8.93% of Total Salary.

<table>
<thead>
<tr>
<th>Expenditure Accounts</th>
<th>Salaries 100</th>
<th>Employee Benefits 200</th>
<th>Purchased Services 300</th>
<th>Instruction - Supplies 600</th>
<th>Instruction - Property 700</th>
<th>Other</th>
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Print Detail | Print Summary
Supplement vs. Supplant
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