

CFSGA manual

Consolidated Federal & State Grant Application
2025-26





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GENERAL INFORMATION

About the CFSGA

The Idaho Consolidated Federal & State Grant Application (CFSGA) serves as an LEA's application for federal funds for programs authorized under the Elementary and Secondary Education Act (ESEA), reauthorized in 2015 as Every Student Succeeds Act (ESSA). A consolidated approach, instead of separate applications for each individual program, to the CFSGA allows ESSA programs to be cooperatively planned and implemented, reducing administrative burden.

The CFSGA process does not lessen an LEA's responsibility to comply with the specific legal requirements of the individual programs. Consult the program descriptions or contact a program coordinator for additional information about the requirements of the individual programs.

Idaho's CFSGA is the application for LEAs to apply for the following funds:

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

Each of the programs and sections of the consolidated plan are described in this document. LEAs must prepare and submit the CFSGA using the online format available at <http://apps.sde.idaho.gov/CFSGA/Home/Home>.

To log into the application, click “Log On” in the upper right corner, using the same login credentials used for the ISEE portal.

Time Limits and Saving Your Work

Once the CFSGA has been opened online, there is a limited time during which inactivity is allowed. After 25 minutes of inactivity, the system will issue a message. Be sure to hit “Save” frequently to avoid losing data if the session expires.

Cross Cutting principles

Budget descriptions and alignment with the GRA

Within any program for which the LEA receives an allocation, the LEA is required to provide a budget representing all activities for which grant funding will be used. The Budget tab for each program requires an amount for each budget category (Salaries, benefits, purchased services, etc.) as well a description of the underlying activities that will be supported with the budgeted amount for the category. Budget descriptions should closely align with any expenditures that support the program. Program coordinators at the Idaho Department of Education will evaluate the budget descriptions submitted for allowability and approve or reject budgets on this basis. Once the CFSGA has been approved by all coordinators, funding will be allocated to the LEA to be spent in alignment with the approved application. Once expenses have been incurred by the LEA in support of Title grant programs, they may request reimbursement for those expenditures in the GRA.

If expenses claimed in the GRA are not aligned with the budget description in the approved CFSGA, the reimbursement claim will be returned for clarification. Additionally, any expenditures claimed within the GRA that are associated with a planned item in the CFSGA but are individually judged to be unallowable will be rejected for reimbursement. In order to avoid any rejected claims for this reason, additional detail is recommended and encouraged within the CFSGA. Detail provides scaffolding for future spending by the LEA to be reliably reimbursed. Providing additional detail allows the program coordinator to give guidance before something has been purchased

Direct and Indirect costs

If an LEA completes an application for an Indirect Cost Rate through Public School Finance, the LEA's indirect cost rate will be shown in the CFSGA on the Budget tab of each program and on the GAN of any award that can be charged for indirect costs. Indirect cost collection is a mechanism by which the LEA can claim reimbursement for overhead costs occurred by the district in support of the grant program that aren't easily associated with a specific grant program.

A Direct Cost is defined as "those costs that can be identified specifically with a particular final cost objective... or that can be directly assigned to such activity relatively easily with a high degree of accuracy" in 2 CFR 200.413(a). Any allowable costs that cannot meet that requirement may not be classified as a direct cost for the grant and may be claimed as an indirect cost instead. Indirect cost claims do not require identification of individual costs, simply

evidence that the district has spent at least enough in direct costs to support the final claim of indirect.

Administrative and Clerical staff salaries are traditionally classified as Indirect costs unless those costs meet all three of the conditions named in 2 CFR 200.413(c):

- The administrative or clerical services are integral to the federal award;
- Individuals involved can be specifically identified with a federal award; and
- The costs are not also recovered as indirect costs.

Any compensation paid to an employee of the LEA must be supported with Time and Effort documentation that defends the proportion of the employee's time supported with grant funding and documents the grant-related activity. If an administrator or clerical position is supported by grant funding as a direct cost, this requirement is essential given the requirements in statute. An administrator that serves as a federal program director will have a relatively easy time defending the contention that they work directly in service of a Title grant's final cost objective, while a business manager or AP clerk that only spends 5% of their time on federal grant projects without any direct or immediate effect on a Title grant's final cost objective or grant activity will have a more challenging time charging the grant award for their time.

Indirect costs are an effective way to recover the cost of support infrastructure within an LEA that would otherwise be burdensome to document. The LEA may determine whether a cost is considered direct or indirect, but an individual cost item must be consistently treated as either direct or indirect costs, including when applying for an Indirect Cost Rate.

When budgeting for Indirect costs, the amount the LEA enters into the budget tab of each program should be equal to the grant's allocation including any carryover or transferred amounts multiplied by the district's indirect cost rate shown in the application. The actual amount claimed by the LEA is determined by the amount of direct costs incurred by the LEA for that fiscal year, and is unlikely to match the amount entered into the CFSGA unless the LEA spends down all grant funds and carryover within the year in question.

SUBMISSION, APPROVAL, AND REVISIONS PROCESS

Timeline for Approval

LEAs applying for funding through the CFSGA must submit their application on or before June 30th of each year. **A completed application must be submitted by June 30th** for an LEA to begin encumbering any newly allocated funds for the grant. If plans are submitted after July 1st, funds **may not** be encumbered before the date the plan is submitted in the approvable form.

After the Idaho Department of Education receives submitted applications, program and budget review will take place through July and August. Corrections to the application may be necessary for LEAs and will be noted in the Program Approval tab and published in the comments sections of the application.

After the application has been reviewed and returned for corrections, the LEA will have two weeks to make corrections and resubmit the application.

LEAs must have an approved application by September 30th in order to start submitting reimbursements for those funds. LEAs will be asked to make a revision after final allocations are received in October or November of each year and updated allocations are loaded in the CFSGA.

Date	Activity
November to May	LEA Planning/Consultation: LEAs should complete planning and consultation with all required stakeholders for the coming school year.
May	Application Open: Application is updated and open for LEAs.
June 30 th	Application Due: LEAs submit their consolidated application to Idaho Department of Education.
July/Aug/Sept	Application Review and Approval: After SDE review, LEAs adjust and/or corrects and completes final approval by September 30 th .
October	Re-Allocations: Re-Allocations are sent from the US Department of Education.
Oct/Nov	Post-Award Revisions: LEAs may submit revisions to the approved application after final allocations.

Submission

An LEA's consolidated grant application must be submitted through the CFSGA each year. Once all components of the application are completed in the CFSGA, the application is electronically submitted by the Superintendent, Charter Administrator, or designee of each LEA.

Receipt of the application with all the required components completed ensures LEAs the ability to begin obligating funds for that grant year on July 1st. ***The Department cannot begin reimbursing costs for the LEA until final approval.***

IMPORTANT! DO NOT Submit Application until the entire plan is ready for submission to the SDE. The “Submit Application” section of the online plan is the last step in completing the plan and submitting it to the SDE. After the plan has been submitted, no further changes may be made until SDE staff have completed their review of the plan or until SDE staff reopens access to the submitted plan.

Successful application submission is shown at the top of the left-hand list of application pages immediately below the LEA’s name. The top line will read: **Status: Submitted.**

BOISE
INDEPENDENT
DISTRICT (001)

Status: Submitted

[Request to Unsubmit](#)

[Equitable Services](#)

[Fiscal Self Assessment](#)

[Title I-A Improving Basic Programs](#)

- Title V-B Rural Education

The application process includes a review by the SDE on 6/30/2023. Budgets and plans are sent to each district upon a grant award letter is issued.

We appreciate the work and assistance to any district at [link to the Comment section](#) approval process as well as

Grant Award Notice

Once the Consolidated Federal and State Grant Application receives final approval, LEAs will receive a Grant Award Notice through the Grant Reimbursement Application.

The award notice includes the following information:

- Recipient Name and EIN Number
- Indirect Cost Rate %
- Registration on SAM.gov
- Federal Award Details
 - Federal Awarding Agency and Pass-Through Agency
 - Federal Award Identification Number (FAIN)
 - Project Description
- Subaward Details
 - Period of Performance

- Total Award Amount
- Terms and Conditions of the Award

Post-Award Revisions Process

The Post Award Revision process allows an LEA to make revisions to an application after final approval. An LEA may request permission to make revisions by clicking on the “Request to Unsubmit” option on the left-side task bar below the application status.

Links

[Home](#)
[SDE Contacts](#)
[Public Reports](#)
[Guidance, Instructions & Program Descriptions](#)
[CFSGA Workshops](#)

2025-2026

[Change Year](#)
[Prior year \(new window\)](#)

SWAN VALLEY ELEMENTARY DISTRICT (092)

[Status: Submitted](#)
[Request to Unsubmit](#)

[Equitable Services](#)
[Fiscal Self Assessment](#)
[Title I-A Improving Basic Programs](#)
[Consolidated Schoolwide Budgets](#)
[Title I-C Education of Migratory Children](#)
[Title II-A Supporting Effective Instruction](#)

Unsubmit Request

Please select the programs that need to be edited

Don't forget to check Equitable Services if changing Carryover or Title V-A transfer amounts!

- ☐ EL - Title III
- ☐ Title I-A
- ☐ Homeless Set-Aside
- ☐ Title II-A
- ☐ Title IV-A
- ☐ Equitable Services

Please do not include any Personally Identifiable Information (PII) including names, Edulds, or birth dates!

1. Please briefly describe what you would like to revise in each of the selected programs to be unsubmitted

2. Please briefly describe the reason that revisions are required in each of the selected programs

3. Please briefly describe how proposed revisions will meet the goals of each affected program

[Submit Request](#)

Each of the three response areas should have a brief but helpful description of what will be changed and why. Responses in all three areas are required. If the information provided is insufficient, the request will be returned, and additional information will be requested.

LEAs should revise their application throughout the year for the following reasons:

1. Changes to equipment or capital expenditures, including additional prior approval.

2. Changes to indirect cost rates.
3. When expense categories (salaries, benefits, supplies, purchased services, etc.) differ by 10% from their original budgeted amounts.
4. Adding budget descriptions as required for GRA drawdowns.

Application revision requests must address the following to be approved:

1. What changes the LEA intends to make to the application.
2. Why the changes are necessary.
3. How the changes meet the purpose of the grant.

LEAs will be notified when their application has been unsubmitted for revision and the status of the application will change to “**Status: Not Submitted**”.

CONSOLIDATED GRANT APPLICATION

Application Components

The Consolidated Federal and State Grant Application is organized into several main sections: Links, Application Year, and LEA Program Information.

Links

- [Home](#)
- [SDE Contacts](#): email and phone numbers of contacts for each program in the department
- [Public Reports](#): access to publicly available reports for informational purposes only
- [Guidance, Instructions & Program Descriptions](#): link to this document
- [CFSGA Workshops](#): Link to CFSGA Workshop webpage

Application Year

- [Change Year](#): Allows users to navigate between application years
- [Prior Year \(new window\)](#): Allows users to quickly access the prior year's application in a separate tab

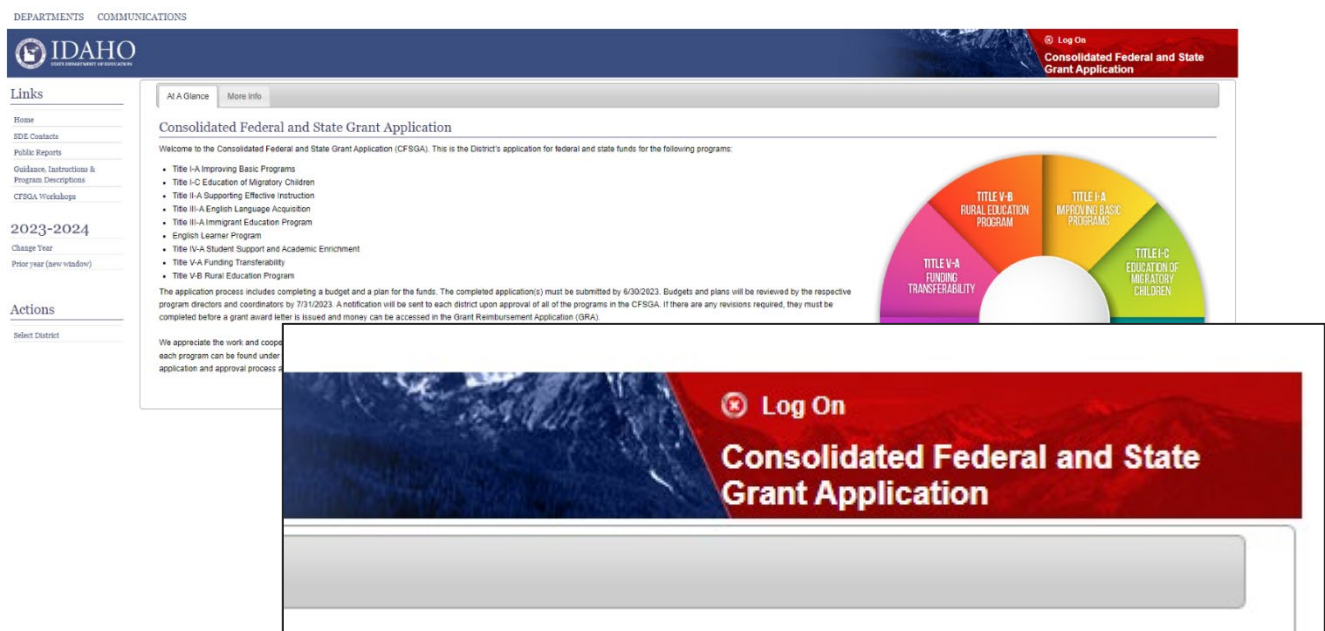
LEA Budget and Program Information

- [Application Status](#): Shows the submission status of the application as either **"Submitted"** or **"Not Submitted"**
- [Request to Unsubmit](#): Use this link to request to have the application unsubmitted
- [Equitable Services](#): Data and document repository for Private School participation
- [Fiscal Self-Assessment](#): Questionnaire for the Business Office to evaluate fiscal compliance
- [Title I-A Improving Basic Programs](#): Program application and budget for Title I-A
- [Title I-C Education of Migratory Children](#): Program application and budget for Title I-C
- [Title II-A Supporting Effective Instruction](#): Program application and budget for Title II-A
- [English Learner Program and Title III-A English Language Acquisition](#): Program application and budget for Title III-A and State ELP
- [Title III-A Immigrant Education Program](#): Program application and budget for Title III-A Immigrant
- [Title IV-A Student Support and Academic Enrichment](#): Program application and budget for Title IV-A
- [Title V-A Funding Transferability](#): Budget Transfers from Title II-A or Title IV-A to other programs
- [Title V-B Rural Education Program](#): Program application and budget for Title V-B
- [Budget Summaries](#): Overview of all budgets in the application, transfers, carryover, and reallocations
- [IDCI Contacts](#): List of current LEA contacts by ISEE role

- **Comments:** Historical record of all comments entered by the SDE or the LEA
- **Submit/Assurance:** Contains all assurances, application wide document submission, and final application submission

Navigation and Login

The Consolidated Federal and State Grant Application can be found at the following url: <http://apps.sde.idaho.gov/CFSGA/Home/Home>. The application can also be found on the Portal Center of the Federal Programs page of the Idaho Department of Education Website. To login to the application, select the “Log on” option in the top right-hand corner of the page. New users are assigned through the app portal by the LEAs to the CFSGA User Role. To register: <https://auth.sde.idaho.gov/Other/Registration/Register>.



All features of the CFSGA can be accessed by using the left-side task bar. This allows users to navigate easily between programs, change grant years, and reports.

What is new for the 2025-2026 CFSGA (applies to all programs)

1. The FTE Spreadsheet has been replaced by the Position and Stipend Supplement. Instead of being uploaded to the Supplemental Documents tab of each program, the Position and Stipend Supplement will be uploaded to the Submit/ Assurance tab once for all programs.

2. Unsubmit requests have been fleshed out a bit more to better record the reasoning behind budget revisions as required by 2 CFR 200.308. Also, unsubmit requests will automatically unlock Equitable Services tabs when relevant programs are unsubmitted.
3. The Equitable Services tab has been expanded to be more intuitive, including new buttons on the General Info tab to inform which documents are required, and individual upload spots for each required document in the Supporting Documents tab.
4. A new Tribal Consultation assurance tab has been added to the Submit/ Assurance tab to better inform affected LEAs and to provide a dedicated upload site for documentation.
5. A new Title VI Certification upload site has been added to the Submit/ Assurance tab as required by the U.S. Department of Education.
6. The Fiscal Self-Assessment now includes a section about Inventory, Procurement, and the capitalization threshold of the district. The capitalization threshold in the Fiscal Self-Assessment is duplicated into the capital objects budget line of each program for easy reference.

EQUITABLE SERVICES

Private school children and educators have been eligible to participate in certain ESEA programs. The reauthorization of the ESEA by the Every Student Succeeds Act (ESSA) in 2015 continues this requirement under Title VIII, Part F, Subpart 1 (Title VIII) of the ESEA, which requires that a State educational agency (SEA), local educational agency (LEA), educational service agency, consortium of those agencies, or another entity that receives funds under ESEA programs provide equitable services to eligible private school children and their teachers or other educational personnel.

LEAs are required to contact appropriate officials of all private schools within the LEA's boundaries annually to determine participation and consult with private school officials regarding services provided to private school children and teachers. Additionally, LEAs are required to contact schools outside of their boundaries to determine if there are students attending those who live within the LEA boundaries.

LEAs requirements include consultation with the private schools regarding the programs and services private schools are interested in receiving. The consultation must occur before the LEA makes any decision affecting the opportunities of eligible private school children's participation. Specific topics for consultation are included in the "[Affirmation of Consultation](#)" documents. To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials. LEAs must be sure to plan for private school participation in their budgets.

Known private schools are included in the [private school list](#) on the Equitable Services page. The [Equitable Services page](#) can be accessed from the Federal Programs page. LEAs should notify the department of any changes in their private schools' status, including any new private schools.

The equitable services tabs for each of the relevant programs must be completed before the overall budget can be completed. Title I-A mandates that LEAs receiving funds provide services on an “equitable” basis to private school students residing in their boundaries regardless of where the private school is located.

Title I-A services are provided within a Targeted Assistance like program and for the students most at risk of failing the challenging academic state standards. The program also requires the equitable inclusion of private school parents and teachers in parent and family engagement activities and professional development activities.

Title II-A and IV-A are based on total enrollment for private schools in the district boundaries. Title I-C and III-A are based on the needs of the qualifying students attending the private schools located within the boundaries.

General Info

Note: *Title I-A Allocation to Schools tab must be completed before the Equitable Services section is unlocked.*

On the general info tab of the Equitable Services section, the LEA must answer three questions regarding the existence, outreach to, and participation of private schools within the LEA’s attendance area or that are serving students that reside inside the LEA’s attendance area.

Links

[Home](#)
[SDE Contacts](#)
[Public Reports](#)
[Guidance, Instructions & Program Descriptions](#)
[CFSGA Workshops](#)

2025-2026

[Change Year](#)
[Prior year \(new window\)](#)

BASIN SCHOOL DISTRICT (072)

Status: Not Submitted

[Equitable Services](#)
[Fiscal Self Assessment](#)
[Title I-A Improving Basic Programs](#)
[Consolidated Schoolwide Budgets](#)
[Title I-C Education of Migratory Children](#)
[Title II-A Supporting Effective Instruction](#)

Equitable Services for Private Schools

General Info	Title I-A	Title II-A	Title IV-A	Supporting Documents
<div>Print Preview Save</div>				
<p>The LEA has private schools participating this year <i>*if no, supporting documentation must be uploaded into Intent to Participate Form(s) in Supporting Documents</i></p> <p><input type="radio"/> Yes <input type="radio"/> No</p>				
<p>The LEA is pooling funds with other district(s) for the benefit of the private school(s)</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>				
<p>The LEA attests that all outreach, consultations, and due diligence has been performed regarding equitable services for the current school year</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>				
<p>The Law requires that LEAs provide eligible private school children with services eligible under the following programs:</p> <p>Title I-A Improving Basic Programs Title I-C Education of Migratory Children Title II-A Supporting Effective Instruction Title III-A English Language Acquisition Title IV-A Student Support and Academic Enrichment</p> <p>After all necessary information has been selected and entered, the proportionate share amount will be automatically transferred to the programs' budgets accordingly. Reference: ESSA, Section 8501 and 1117</p>				
<p>Title I-A Equitable Services proportionate share is based on the number of low-income students attending the private school who reside within the LEA boundaries. Private schools can be within or outside the LEA boundaries. Equitable services may be provided by multiple LEAs.</p>				
<p>Title II-A and IV-A are based on the total enrollment for the private schools located in the district boundaries. Title I-C and III-A are based on the needs of the qualifying students attending the private schools located within the boundaries.</p>				

Title I-A Equitable Services

Title I-A Equitable Services proportionate share is based on the number of low-income students attending the private school who reside within the LEA boundaries. Private schools can be within or outside the LEA boundaries. Equitable services may be provided by multiple LEAs.

Equitable Services for Private Schools

General Info
Title I-A
Title I-C
Title II-A
Title III-A ELA
Title IV-A
Supporting Documents

Print Preview
Save

Title I-A Improving Basic Programs

Private School Data
Recalculate

Add Private School

a. Number Low Income Students enrolled in private schools:	0
b. Number Low Income Students enrolled in public schools:	664
c. Total Number Low Income Students (a+b):	664
d. Title I-A Allocation:	\$292,034
e. Title I-A Proportionate Share Percent (f/d):	0 %
f. Title I-A Proportionate Share Amount (d*a/c adjusted for rounding):	

Select a private school from the drop-down list. Then click on Add Public School.

Equitable Services for Private Schools

General Info
Title I-A
Title I-C
Title II-A
Title III-A ELA
Title IV-A
Supporting Documents

Print Preview
Save
Warning: You have unsaved changes

Title I-A Improving Basic Programs

Private School Data
Recalculate

--Select Private School--
Add Public School

☐ Remove Private School

Add Private School

a. Number Low Income Students enrolled in private schools:	0
b. Number Low Income Students enrolled in public schools:	664
c. Total Number Low Income Students (a+b):	664
d. Title I-A Allocation:	\$292,034
e. Title I-A Proportionate Share Percent (f/d):	0 %
f. Title I-A Proportionate Share Amount (d*a/c adjusted for rounding):	

Total Students: 0
Total Share: \$0

Select a public school from the drop-down list which any students enrolled in the private school would have attended.

Equitable Services for Private Schools

General Info **Title I-A** Title I-C Title II-A Title III-A ELA Title IV-A Supporting Documents

Print Preview Save **Warning: You have unsaved changes**

Title I-A Improving Basic Programs

Private School Data Recalculate

NAMPA CHRISTIAN SCHOOL(0954) Remove Private School

Number Low Income Students enrolled in the private school that would have attended the selected public school

--Select Public School-- Remove Public School 0

Add Public School

Total Students: 0

Total Share: \$0

Add Private School

a. Number Low Income Students enrolled in private schools:	0
b. Number Low Income Students enrolled in public schools:	664
c. Total Number Low Income Students (a+b):	664
d. Title I-A Allocation:	\$292,034
e. Title I-A Proportionate Share Percent (f/d):	0 %
f. Title I-A Proportionate Share Amount (d*a/c adjusted for rounding):	

Then enter the number of Low-Income students enrolled in the private school who would have attended the selected public school.

Equitable Services for Private Schools

General Info **Title I-A** Title I-C Title II-A Title III-A ELA Title IV-A Supporting Documents

Print Preview Save **Warning: You have unsaved changes**

Title I-A Improving Basic Programs

Private School Data Recalculate

NAMPA CHRISTIAN SCHOOL(0954) Remove Private School

Number Low Income Students enrolled in the private school that would have attended the selected public school

HOMEDALE ELEMENTARY SCHOOL(0803) Remove Public School 3

Add Public School

Total Students: 3

Total Share: \$1,313

Add Private School

a. Number Low Income Students enrolled in private schools:	3
b. Number Low Income Students enrolled in public schools:	664
c. Total Number Low Income Students (a+b):	667
d. Title I-A Allocation:	\$292,034
e. Title I-A Proportionate Share Percent (f/d):	0.4496 %
f. Title I-A Proportionate Share Amount (d*a/c adjusted for rounding):	\$1,313

Repeat this step for all Title I-A served schools which have students enrolled in the private school who would have attended the selected public school. Remember to Save frequently.

This information is then prepopulated in the Allocation & Set Asides tab.

General Information & Program PurposeAllocation & Set AsidesAllocation to SchoolsPrior Year ExpendituresTitle I-A BudgetAction PlanHomeless EducationCertificationSupporting DocumentsValidationIssuesProgram Approval

Title I-A Improving Basic Programs for fiscal 2024-2025

Best viewed in 1280 X 1024 resolution.

Allocations

	Title I-A	
Allocation for 2024-2025	\$292,034	
Carryover (remaining balance) From Previous Year as of 9/30/2024	\$0	Limited to no more than 15% of previous year's allocation.
Re-allocation from 2023-2024	\$0	
Transferred from other programs in Title I-A	\$0	
Total Allocations	\$292,034	Total available for 2024-2025 Title I-A programs.

Less Set-Asides

	Title I-A	
Homeless	\$0	Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities
At-Risk/Neglected	\$0	Based on the number of identified students living in residential facilities located within the district geographical boundaries during the annual fall Neglected, Delinquent, and At-Risk count. Funds can be used for LEA programs for identified LEA "At-Risk" students or for LEA/facility partner programs.
Parent and Family Engagement	\$0	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
Teacher Incentives - Optional	\$0	Teacher Incentive Pay- Up to 5% to provide incentive pay (stipend) to teachers to work in Title I schools identified for improvement.
Administrative Costs	\$0	Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. Must be budgeted in the Title I-A Budget tab, 100 Salaries and 200 Benefits section.
Equitable Services for Private Schools	\$0	Amount set aside to provide Equitable Services to eligible private school children. This amount is calculated and automatically transferred here and to the budget from the Equitable Services page. (Required under ESSA, Sec 1117(a) (4) (A)(i))
Indirect Costs Rate: %	\$0	Transferred to the Title I-A Budget tab.
Other Activities Description:	\$0	I.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$0	

Amount Available to Schools

Title I-A	
\$292,034	Total amount allocated to schools on Allocation to Schools tab must agree with this amount.

This information is also prepopulated in the Title I-A budget tab.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Validation Issues	Program Approval
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Title I-A Improving Basic Programs for fiscal 2024-2025

Best viewed in 1280 X 1024 resolution.

Allocation for 2024-2025	\$292,034
Carry-over From Previous Year	\$0
Re-allocation from 2023-2024	\$0
Transferred from other programs in Title V-A	\$0
Total Allocation	\$292,034

Obj. Code	Description	Regular Term	Summer Term
100	Salaries <small>Include Administrative Costs from Allocation & Set-Asides (a)</small> <small>Required: Upload FTE File on Supporting Documents (a)</small>	Amount: \$0 Description:	Amount: \$0 Description:
200	Employee Benefits <small>Include Administrative Costs from Allocation & Set-Asides (a)</small>	Amount: \$0 Description:	Amount: \$0 Description:
300	Purchased Services (non travel)	Amount: \$0 Description:	Amount: \$0 Description:
380	Travel Expense	Amount: \$0 Description:	Amount: \$0 Description:
400	Supplies and Materials	Amount: \$0 Description:	Amount: \$0 Description:
500	Capital Objects	Amount: \$0 Description:	Amount: \$0 Description:
	Equitable Services for Private Schools <small>Provide specific budget details for each private school</small>	Amount: \$0 Description:	Amount: \$0 Description:

Print Preview Save

Title I-C Equitable Services

For Title I-C Equitable Services for the Education of Migratory Children, repeat the steps outlined for I-A above EXCEPT note the proportionate share is based on the number of migrant students enrolled in private schools and the number of migrant students enrolled in public schools.

Equitable Services for Private Schools

General Info
Title I-A
Title I-C
Title II-A
Title III-A ELA
Title IV-A
Supporting Documents

Print Preview
Save

Title I-C Education of Migratory Children

Private School Data
Recalculate

Add Private School

a. Number Migrant Students enrolled in private schools:	0
b. Number Migrant Students enrolled in public schools:	77
c. Total Number Migrant Students (a+b):	77
d. Title I-C Allocation:	\$72,822
e. Title I-C Proportionate Share Percent (f/d):	0 %
f. Title I-C Proportionate Share Amount (d*a/c adjusted for rounding or manually entered):	

Title II-A Equitable Services

For Title II-A Equitable Services for Supporting Effective Instruction, repeat the steps outlined for I-A above EXCEPT note the proportionate share is based on the total number of students enrolled in private schools and the total number of students enrolled in public schools.

Equitable Services for Private Schools

General Info
Title I-A
Title I-C
Title II-A
Title III-A ELA
Title IV-A
Supporting Documents

Print Preview
Save

Title II-A Supporting Effective Instruction

Private School Data
Recalculate

Add Private School

a. Number Students enrolled in private schools:	0
b. Number Students enrolled in public schools:	450
c. Total Number Students (a+b):	450
d. Title II-A Allocation (less Administrative Costs):	\$29,659
e. Title II-A Proportionate Share Percent (f/d):	0 %
f. Title II-A Proportionate Share Amount (d*a/c adjusted for rounding):	

Title III-A Equitable Services

For Title III-A Equitable Services for English Language Acquisition, repeat the steps outlined for I-A above EXCEPT note the proportionate share is based on the number of English Learners

students enrolled in private schools and the number of English Learners enrolled in public schools.

Equitable Services for Private Schools

General Info Title I-A Title I-C Title II-A **Title III-A ELA** Title IV-A Supporting Documents

Print Preview Save

Title III-A English Language Acquisition

Private School Data Recalculate

Add Private School

a. Number English Learners enrolled in private schools:	0
b. Number English Learners enrolled in public schools:	266
c. Total Number English Learners (a+b):	266
d. Title III-A ELA Allocation:	\$24,674
e. Title III-A ELA Proportionate Share Percent (f/d):	0%
f. Title III-A ELA Proportionate Share Amount (d*a/c adjusted for rounding or manually entered):	

Title IV-A Equitable Services

For Title IV-A Equitable Services for Supporting Effective Instruction, repeat the steps outlined for I-A above EXCEPT note the proportionate share is based on the total number of students enrolled in private schools and the total number of students enrolled in public schools.

Equitable Services for Private Schools

General Info Title I-A Title I-C Title II-A Title III-A ELA **Title IV-A** Supporting Documents

Print Preview Save

Title IV-A Student Support and Academic Enrichment

Private School Data Recalculate

Add Private School

a. Number Students enrolled in private schools:	0
b. Number Students enrolled in public schools:	450
c. Total Number Students (a+b):	450
d. Title IV-A Allocation:	\$16,718
e. Title IV-A Proportionate Share Percent (f/d):	0%
f. Title IV-A Proportionate Share Amount (d*a/c adjusted for rounding):	

Supporting Documents

Do not forget to upload Supporting Documents for Consultation to Private Schools, even if no private schools are accepting Equitable Services. Private School consultation must take place if any private schools exist within the LEA's boundaries. Validation logic requiring certain uploads is based upon your selections in the General info tab.

Equitable Services for Private Schools

General Info

Title I-A

Title II-A

Title IV-A

Supporting Documents

Print Preview

Save

Supporting Documents

Upload files that support the Equitable Services program in your district

Intent to Participate Form(s)

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File:

Choose File

 No file chosen

Upload

Note: maximum file size is 100MB

Affirmation of Consultation Form(s)

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File:

Choose File

 No file chosen

Upload

Note: maximum file size is 100MB

FISCAL SELF-ASSESSMENT

Overview

As a condition of accepting federal funding, an LEA must attest that they have a robust accounting system and internal controls to manage the funding effectively and responsibly they receive. This section is strongly suited to be completed by the LEA's business manager. The various elements of a robust system of internal controls are mentioned or discussed in the Fiscal Self-Assessment, allowing for an LEA to evaluate their own compliance with the standards. Additionally, some elements of the risk assessment of an LEA are present to give the LEA awareness of any factors that may create vulnerabilities in their system of controls.

Accounting systems, policy, and procedure

The first three responses in the Fiscal Self-Assessment are related to required features of the LEA's policy and accounting system. The following 3 questions must be answered by the LEA:

After a brief description of the cash management systems, allowable costs, and procurement requirements, the LEA will answer the following question:

Does the LEA have written policies and procedures that assure standards outlined in EDGAR are being met? These policies and procedures must be on file and available per request.

- ☐ YES
- ☐ NO
- ☐ PENDING DRAFT
- ☐ NOT SURE

After a brief description of the Time and Effort requirement, the LEA is asked to answer the following question:

Does the LEA have a Time and Effort process in place?

- ☐ YES
- ☐ NO
- ☐ NOT SURE

After a brief description of the accounting and budget systems, the LEA is asked to answer the following question:

Does the LEA have an accounting system in place that can track and report all Federal grants budgets and expenditures - separate from State and Local funds?

- ☐ YES
- ☐ NO
- ☐ NOT SURE

Turnover/ Risk Assessment

In the second section of the Fiscal Self-Assessment, the same question is asked about four different roles within the LEA: the Business Manager, the Superintendent, the Federal Program Director, and the McKinney Vento Liaison.

Has the LEA had any of the following staff turnover in the past year? If so, please provide name and contact information.

7. Business Manager

- ☐ YES
- ☐ NO
- ☐ NOT SURE

8. Business Manager Contact Info:

The example question above is specifically for the Business manager, but the question is duplicated for the role of Superintendent, Federal Program Director, and McKinney Vento Liaison.

Segregation of Duties

This section discusses any vulnerabilities in the system that may create issues for internal controls.

The first question is an assurance that the district has a healthy segregation of duties. For example, assurance would affirm that the LEA's Business manager, Superintendent and Federal Programs Director are not all a single person

Does the LEA have an adequate system of checks and balances?

- ☐ YES
- ☐ NO
- ☐ NOT SURE

Additionally, the LEA is asked about the strength of communication lines between district leaders.

As a Federal Program Director or a Consolidated Grants Manager, how would you describe your relationship with the LEA's Business Manager?

- ☐ STRONG
- ☐ AVERAGE
- ☐ WEAK

Federal Fund Fiscal Benchmarks

The final section of the Fiscal Self-Assessment is primarily informational for the benefit of the LEA's leadership, as well as to record what the LEA's internal threshold is for Equipment/Capital Objects.

The first question asks for the district's Capitalization threshold for federal funds after an in-depth description of the requirement. The LEA must enter in a number between \$1 and \$10,000 for the answer to be accepted. No validation error will be created if an answer over \$10,000 is entered, but the application will not be approved if the answer is \$0 or over \$10,000.

Please record your District's Capitalization threshold defined in policy here:

Note: The amount may be any \$ amount between \$1 and \$10,000

Finally, the LEA is asked to provide an acknowledgment of the Inventory requirement and Procurement requirement. Each standard has its own acknowledgement.

☐ I acknowledge that a policy pursuant to federal regulations outlined above is required of any ESEA grant recipient

TITLE I-A IMPROVING BASIC PROGRAMS

Overview

Title I-A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides LEAs with extra resources to help improve education in high-poverty schools and to give all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. ESSA incorporates major education reforms, particularly in the areas of assessment, accountability, and school improvement.

Purpose of Title I-A

- Supports schools and LEAs in providing high-quality opportunities for students in high poverty schools to meet challenging State content and performance standards.
- Promotes extending learning time.
- Expands eligibility for schools to operate Schoolwide Programs which serve all children in high poverty schools.
- Supports achievement of effective transitions: preschool to school, elementary to middle school, middle school to high school, and school to work.
- Establishes accountability based on results, drawing data from statewide assessments

and reducing duplicate testing.

- Increases effective parent and family engagement.
- Assures fair and equitable participation of private school students.
- Supports coordination with health and social services and other programs.

Allocations/Funding

Eligibility for funding and the allocation of funding to LEAs are based on US Census bureau estimates of poverty data for geographic areas (Traditional LEAs)modified with the number of actual students within each geographic area that attend charter LEAs. Title I-A funds are allocated to LEAs through four statutory formulas—Basic, Concentration, Targeted, and Education Finance Incentive Grants.

- Funds are provided to supplement State and local efforts and may not be used in a manner that supplants regular education responsibilities and programs. LEAs must use Title I-A funds to pay for supplemental educational services to enable all students to meet challenging State standards.
- Funds are to be used to create opportunities which extend learning time, minimize pull-out programs that remove children from core instruction, support instructional programs of advanced rather than rote skills, implement accelerated curriculum strategies rather than remedial drill and practice, and those which use an evidence-based approach.

School-wide and Targeted Programs

- *Schoolwide Programs.* Schools which have a high percentage of low-income students can operate “Schoolwide Programs,” in which Title I-A funds can be used to benefit the educational program for the school’s entire student population. A one-year planning period is recommended to become a Schoolwide Program school. Waivers are required for schools below 40% low-income in order to implement a schoolwide program.

Schoolwide Programs must have a Schoolwide/Improvement Plan (SWIP) approved by the LEA and acknowledged by the SDE before operating as a Schoolwide School.

- *Targeted Assistance Programs.* Other Title I-A schools are called Targeted Assistance schools. Students must be prioritized by greatest need, and those students most at-risk of failing to meet the State academic standards must be served first. Students identified for supplemental intervention in a targeted assistance program must be determined based on multiple educational, objective criteria.

Eligibility

- A child who is homeless and attending any school in the LEA is eligible for Title I-A services.
- Any child who is in need of care and residing in institutions for neglected children due to abandonment, neglect, or death of their parents/guardians is eligible for Title I-A services (*ESSA Section 1113(c)(3)(A)(ii) and (iii)*).
- Any child who has received services in a Migrant Education program in the last two years automatically qualifies for Title I-A services.

Title I-A Application

General Information and Program Purpose

Please make sure that there is an individual name, phone number and email address for each of the roles listed on this tab. The LEA may update the information through their ISEE Directory Program Contacts file submission.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Program Approval
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Title I-A Improving Basic Programs for fiscal 2024-2025

Best viewed in 1280 X 1024 resolution.

The purpose of Title I-A is to provide sub-grants to Local Education Agencies (LEAs) to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. (ESSA Section 1001)

District Address:



Contact Info

The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission.

Any changes, additions, or deletions must be made by resubmitting these files *which can be done at any time*.

Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sde.idaho.gov, if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title I-A Improving Basic Programs Coordinator			
Consolidated Grants Manager			
Business Manager			

Allocations and Set Aside

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Program Approval
Title I-A Improving Basic Programs for fiscal 2024-2025									
<small>Best viewed in 1280 X 1024 resolution.</small>									
Allocations									
		Title I-A							
Allocation for 2024-2025		\$45,766							
Carryover (remaining balance) From Previous Year as of 9/30/2024		\$0		Limited to no more than 15% of previous year's allocation.					
Re-allocation from 2023-2024		\$0							
Transferred from other programs in Title V-A		\$0							
Total Allocations		\$45,766		Total available for 2024-2025 Title I-A programs.					
Less Set-Asides									
		Title I-A							
Homeless		\$0		Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities					
At-Risk/Neglected		\$0		Based on the number of identified students living in residential facilities located within the district geographical boundaries during the annual fall Neglected, Delinquent, and At-Risk count. Funds can be used for LEA programs for identified LEA "At-Risk" students or for LEA/facility partner programs.					
Parent and Family Engagement		\$0		Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.					
Teacher Incentives - Optional		\$0		Teacher Incentive Pay- Up to 5% to provide incentive pay (stipend) to teachers to work in Title I schools identified for improvement.					
Administrative Costs		\$0		Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. Must be budgeted in the Title I-A Budget tab, 100 Salaries and 200 Benefits section.					
Equitable Services for Private Schools		\$0		Amount set aside to provide Equitable Services to eligible private school children. This amount is calculated and automatically transferred here and to the budget from the Equitable Services page. (Required under ESSA, Sec. 1117(a) (4) (A)(i))					
Indirect Costs Rate: %		\$0		Transferred to the Title I-A Budget tab.					
Other Activities Description:		\$0		I.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.					
Total Amount of Set-Asides		\$0							
Amount Available to Schools									
Title I-A									
\$45,766		Total amount allocated to schools on Allocation to Schools tab must agree with this amount.							

Salmon colored cells are prepopulated. Sometimes the information comes from ISEE or other reports. However, sometimes it comes from information the LEA has entered on other screens in the application. Allocations will be pre-populated as will the other boxes in the Allocations section.

Set Asides

Homeless set-aside may include the following:

- Items of clothing, particularly if necessary to meet a school’s dress or uniform requirement
- Clothing and shoes necessary to participate in physical education classes
- Student fees that are necessary to participate in the general education program
- Personal school supplies such as backpacks and notebooks
- Birth certificates necessary to enroll in school
- Immunizations
- Food
- Medical and dental services
- Eyeglasses and hearing aids
- Counseling services to address anxiety related to homelessness that is impeding learning
- Outreach services to students living in shelters, motels, and other temporary residences
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions
- Tutoring services, especially in shelters or other locations where homeless students live
- Parental involvement specifically oriented to reaching out to parents of homeless students
- Fees for AP and IB testing
- Fees for college entrance exams such as SAT or ACT
- GED testing for school-age students

7. At-Risk/Neglected—this set-aside is prepopulated ONLY IF the LEA have students living in residential facilities located within the district geographical boundaries during the annual fall Neglected, Delinquent, and At-Risk count.
8. Parent and Family Engagement—allocations greater than \$500,000 require 1% set-asides. 90% of that amount must go to schools. If the allocation is less than \$500,000, then the set-aside is optional.
9. Teacher Incentives—OPTIONAL and ONLY for schools that are identified for improvement. IF A SCHOOL IN THE LEA IS IDENTIFIED FOR IMPROVEMENT they may use up to 5% to provide incentive pay (stipend) to teachers that are working in those identified schools only.
10. Administrative costs—If the administrative costs exceed 10% of the allocation, additional information will be required to support the amount above the 10%. Administrative costs must

be considered Direct Costs to the program. See the “Direct vs Indirect costs” section for further information.

11. Equitable Services for Private Schools—this amount is calculated and prepopulated from the information entered in the Equitable Services tabs. Charter schools are exempt from the requirement to provide Equitable Services.
12. Indirect Costs Rate—If the LEA requested an indirect cost rate from school finance, the percentage will be prepopulated in the app. Once entered here, this same amount will prepopulate into the Budget tab.
13. Other Activities Description: Please provide information regarding activities not mentioned specifically above. These may include programs such as summer school, professional development, extended-day programs, and transportation for students in foster care, among other things.

Once all the set asides are completed the app will provide the total dollar amount available to schools. This amount must match the total amount allocated to schools on the Allocation to Schools tab.

Allocation to Schools

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Program Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

School Title I-A eligibility: School poverty rate is equal to or greater than the Local Education Agency (LEA) poverty average or 35%.

Must Rank First and Serve Above 75% poverty

- Strictly by poverty rate
- Without regard to grade span
- May include high schools 50% or above poverty.

Then Rank and Serve At or below 75% poverty

- May rank by grade span
- Exception-enrollment < 1,000

☐ I certify that the below list of schools is complete and accurate.

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program	School Improvement Status	Total PPA	Allocation
Name: [REDACTED] EC,PK,KG,1,2,3,4,5,6	Low Income Students: <input type="text"/> Children in Attendance Area: <input type="text"/> % Low Income: <input type="text"/>	School Eligibility: <input type="text" value="--Select--"/> Program Type: <input type="text" value="--Select--"/>		\$0	\$0
Name: [REDACTED] Grades: 7,8,9,10,11,12	Low Income Students: <input type="text"/> Children in Attendance Area: <input type="text"/> % Low Income: <input type="text"/>	School Eligibility: <input type="text" value="--Select--"/> Program Type: <input type="text" value="--Select--"/>		\$0	\$0
Totals:	Low Income Students: 0 Children in Attendance Area: 0 % Low Income: <input type="text"/>			\$0	\$0

FIRST—CLICK THE BOX above the list of schools after certifying the list of schools is complete and accurate. This will allow cells to be manipulated on this tab. SAVE. In order for a school to be eligible to receive Title IA funds, the school poverty rate (LI%) must be equal to or greater than at least one of the following:

- The aggregate LI% of the LEA;
- 35%; or
- The aggregate LI% of all schools in the same grade span excluding any schools greater than 75%.

Once the LEA determines what the LI% rate must be for a school to be eligible, please choose the appropriate school eligibility designation. From the drop down box, either Eligible, Not Eligible, Feeder Pattern or Special Exception may be chosen.

Special Exception:

In the event that a school building was eligible to receive services and

Feeder Pattern:

Feeder pattern eligibility is based upon the aggregate low income % of all schools within the secondary school's attendance area that feed into the secondary school. The total Low Income student count for all schools within the secondary school's attendance area is divided by the total enrollment for those same schools to determine the aggregate Low Income %. This % is applied to the existing enrollment of the secondary school to arrive at the new Low Income student count of the school.

An individual elementary school may only be used in feeder pattern calculations for a maximum of 2 middle schools in the event that the elementary school substantially contributes students to two or more secondary schools based on their attendance area. High schools have the option to choose whether to complete their calculations using only middle schools within their attendance area, or a combination of elementary schools and middle schools within their attendance area.

In order for a school to be used in Feeder Pattern calculations, the lower level school must substantially contribute to the higher level school's enrollment.

In order to use Feeder Pattern for secondary school eligibility, all schools in the grade span (Middle schools or high schools (including alternative schools) must be informed of and a majority must approve of the decision to use Feeder Pattern Eligibility. If the LEA only has 2 secondary schools in a grade span (2 high schools or 2 middle schools) both schools must assent. 50% is not a majority. Feeder Pattern is then applied to the entirety of the assenting grade span, not necessarily all secondary schools. Middle schools may be Feeder Pattern while the High schools may not be.

Special Exception allows a school to receive one additional year of funding after the LI% drops below a qualifying number.

The LEA must also identify the program type—schoolwide, targeted assistance, not serving or consolidated schoolwide. Please use the dropdown box to make a selection.

Note that the Total PPA is a salmon colored field. This field may be manipulated that dollar amount by changing the dollar amount entered into the allocation field.

RANK AND SERVE: Schools at or above 75% Low Income **MUST** be served. Ranking may be done in either of the following ways:

- Strictly by poverty rate, without regard to grade span
- Ranking within each grade span based on poverty rate.
- May include high schools 50% or above poverty

Then rank and serve at or below 75% poverty

- May rank by grade span
- Exception-enrollment < 1,000

Example of unallowable rank and serve:

Elementary School 1—LI% 50.00% PPA \$325.00

Elementary School 2—LI% 35.24 % PPA \$400.00

Elementary School 1 must receive at least the same amount as Elementary School 2 because the low income % is higher than Elementary School 2. The TOTAL ALLOCATION may be more at Elementary School 2 if there are more students enrolled. However, the PPA must not be higher at Elementary School 2.

125% Rule

If any schools within the district with a low income percentage below 35% are served with Title I-A funding, the 125% rule applies. This rule dictates that the minimum Per Pupil Allocation (PPA) for any school in the district must be at least 125% of the PPA allocated to the LEA as a whole. The LEA's PPA is the total allocation to the district before any set asides and after adding in any transferred funding (found at the top of the Budget tab of the CFSGA) divided by the total number of low income students in the district (found at the bottom of the Allocation to Schools tab). All buildings regardless of grade span must have at least 125% of the LEA's PPA except the school served with the lowest LI%.

Prior Year Expenditures

This tab is meant to help LEAs determine carry-over and identify if an excessive carry-over waiver is required.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Program Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

Title I-A Expenditures and Obligations for 2024-2025

Introduction

LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover (section 421(b) of the General Education Provisions Act (GEPA). No more than 15 % of an LEA's Title I-A allocated funds may be carried over to the next year.

Expenditures

Money spent prior to 6/30/2025.

Obligations

Estimated obligations through 9/30/2025.

It is important to understand that "obligated" doesn't necessarily mean "spent". Obligation occurs when the agency or an LEA has entered into a binding commitment to pay out money, such as entering into a contract to pay for supplies or services. EDGAR section §76.707 includes detailed examples of obligation.

The Prior Year Expenditures tab determines the amount of carryover shown on the budget tab, and also allows the LEA to prove out that their actual spending aligned with their prior year budget. When completing this section before 6/30, use the best estimate for the total expenditures by category before 6/30 and for 9/30. When completing the application for final allocations in the fall (after 9/30) this tab should reconcile with the district's accounting records, if not their audit, to accurately represent carryover.

<p><i>*Please verify the following:</i> Cash balance from the Grant Reimbursement Application (GRA) (-) less upcoming GRA requests for expenditures through 6/30/2024 (=) equals remaining balance as of 6/30/2024</p>			
Description	Budgeted Amount	Expenditures as of 6/30/2024	Obligations as of 9/30/2024
Personnel			
Salaries	\$39,650	\$0	\$0
Fringe Benefits	\$13,900	\$0	\$0
Professional Development	\$4,394	\$0	\$0
Direct Services to Students	\$0	\$0	\$0
Supplemental Educational Resources and Equipment	\$7,114	\$0	\$0
Equitable Services for Private Schools	\$0	\$0	\$0
Other	\$0	\$0	\$0
Indirect Cost	\$2,800	\$0	\$0
Administrative Costs	\$0	\$0	\$0
Totals	\$67,858	\$0	\$0
Total estimated carryover as of 9/30/2024	The carryover amount should be used between October 1, 2024 and September 30, 2025		\$67,858

In the event that calculated carryover exceeds 15%, either substantive changes to the planned expenses in order to expend enough funding to drop below the 15% threshold, or request a

carryover waiver. If a waiver is required, complete the Excessive Carryover Waiver Request dialog box. Be sure to click the box at the top of the request.

Excess Carryover Calculator

District's 2023-2024 allocation (not including re-allocated funds or carryover)	\$66,722
Maximum amount district may carry over into next fiscal year (limited to 25 % of 2023-2024 allocation)	\$16,680
Excess Carryover Calculator	
"Yes" - carryover exceeds allowable 25 %	Yes
"No" - carryover does not exceed allowable 25 %	
Excess Carryover Amount	\$51,178

Amount unobligated as of 9/30/2023. Please complete the Excessive Carryover Waiver Request below.

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 2024-2025 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.

☐ Excessive Carryover Waiver Approved

Title I-A Budget

Carry-over From Previous Year	\$0
Re-allocation from 2023-2024	\$0
Transferred from other programs in Title V-A	\$0
Total Allocation	\$1,991,725

Obj. Code	Description	Regular Term	Summer Term
100	Salaries <i>Include Administrative Costs from Allocation & Set-Asides tab</i> <i>Required: Upload FTE File on Supporting Documents tab</i>	Amount: \$1,279,477 Description: Bryan 3.5 FTE \$144,000 Fernan 3 FTE \$113,800	Amount: \$0 Description:
200	Employee Benefits <i>Include Administrative Costs from Allocation & Set-Asides tab</i>	Amount: \$561,744 Description: Bryan 3.5 FTE \$62,109 Fernan 3 FTE \$43,000	Amount: \$0 Description:
300	Purchased Services (non travel)	Amount: \$29,647 Description: student licenses for intervention.	Amount: \$0 Description:
380	Travel Expense	Amount: \$10,000 Description: Fall Federal Programs Training	Amount: \$0 Description:
400	Supplies and Materials	Amount: \$13,326 Description: Supplies to support student intervention services.	Amount: \$0 Description:

500	Capital Objects	Amount: \$0 Description: none	Amount: \$0 Description:
	Equitable Services for Private Schools <i>Provide specific budget details for each private school</i>	Amount: \$34,582 Description: Staffing for student intervention services.	Amount: \$0 Description:
	Homeless Set-Aside <i>Include any personnel (Job Title and FTEs) paid with Title I-A Homeless Set-Aside funds</i>	Amount: \$30,000 Description: McKinney-Vento student liaison support to work	Amount: \$0 Description:
	Neglected Set-Aside <i>Include any personnel (Job Title and FTEs) paid with Title I-A Neglected Set-Aside funds</i>	Amount: \$13,032 Description: Student support services to provide college and	Amount: \$0 Description:
	Parent and Family Engagement Set-Aside	Amount: \$19,917 Description: To provide two yearly events at each school site	Amount: \$0 Description:
800	Indirect Cost Set-Aside Rate: %	Amount: \$0 Description:	Amount: \$0 Description:
Totals		\$1,991,725	\$0

LEAs will complete each section under the budget tab. Information provided in each budget narrative section is the standard that GRA requests are held to. In order for a GRA request to be approved, the requested items must be in the budget narrative section.

Note: Please be sure to list the number of teachers and paraprofessionals by SCHOOL in the salaries box.

Action Plan

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Program Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

Schoolwide Program (ESSA Section 1114)	
<input type="checkbox"/> mark NA if the LEA does not have any Schoolwide Programs	
Yes	No
<input type="radio"/>	<input checked="" type="radio"/>
Strategies are implemented to provide opportunities for all children to meet academic standards, with a particular focus to subgroups of students, including economically disadvantaged, major racial and ethnic groups, students with disabilities, and English Learners.	
<input type="radio"/>	<input checked="" type="radio"/>
The Schoolwide Program uses methods and instructional strategies to strengthen the academic program, increase the quality and amount of learning time, help provide an enriched and accelerated curriculum, which may include programs, activities, and courses for a well-rounded education.	
<input type="radio"/>	<input checked="" type="radio"/>
The Schoolwide Program addresses the needs of all the children in the school, but particularly those at risk of not meeting the academic standards through allowable activities.	
<input type="radio"/>	<input checked="" type="radio"/>
All schoolwide programs have developed and submitted a Schoolwide Improvement Plan (SWIP) or amended a plan.	
<input type="radio"/>	<input checked="" type="radio"/>
All schoolwide programs regularly evaluate the effectiveness of the program in increasing student achievement through the SWIP app or other schoolwide plan review process.	
Explain any strategies marked No	
<div></div>	

Not all sections may apply to every LEA. If a section does not apply to the LEA, make the NA box at the top of each section. Answer each question in appropriate sections and provide any necessary additional information in the dialogue box as needed.

Homeless Education

All LEAs must reserve sufficient Title I-A funds to provide services to homeless children and youth that are comparable to and/or not ordinarily provided to students in Title I schools (1113(c)(3)(A) of the ESEA). If an LEA has identified 0 homeless students, a reservation of sufficient Title I-A funds is still required as it is difficult to predict that no homeless students will enroll in the future.

To determine a sufficient amount of Title I-A funds to meet the needs of students with homelessness, you can do the following: 1) base set aside amount on the results from a needs assessment, 2) use a project-based approach, or 3) evaluate last year's set aside amount, amount expended, number of homeless students, and trending patterns.

After a sufficient amount has been determined, enter the amount in the Less Set-Asides section, located under the Allocation & Set Asides tab

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Validation Issues	Program Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

Allocations

Less Set-Asides

	Title I-A	
Homeless	<input type="text" value="\$0"/>	Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities

The set aside amount will populate on the Title IA- Budget tab. Add description of expenses and be specific (e.g. to support homeless student needs is not specific).

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Validation Issues	Program Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Obj. Code	Description	Regular Term	Summer Term
	Homeless Set-Aside <i>Include any personnel (Job Title and FTEs) paid with Title I-A Homeless Set-Aside funds</i>	Amount: <input type="text" value="\$14,000"/> Description: <input type="text" value="Supplies to assist our homeless families."/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>

Complete the assurances under Homeless Education tab. Complete questions 1-17.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Program Approval
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Title I-A Improving Basic Programs for fiscal 2024-2025

1. Total prior year Title I-A Homeless Set-Aside funds expended. This amount should match your accounting records
<input type="text" value="\$0"/>
2. The Homeless set-aside takes into consideration the numbers and needs of homeless children and youth in the LEA. The amount must be sufficient to provide educationally related support services to homeless children and youth regardless of whether they attend a Title I school.
<input type="radio"/> Yes <input type="radio"/> No
3. The Homeless set-aside amount was determined by:
<input type="checkbox"/> Needs Assessment
<input type="checkbox"/> Number/Needs of identified students from previous year
<input type="checkbox"/> Other
4. Other Homeless set-aside amount determination method - required if Other is selected above.
<input type="text"/>
5. A Homeless liaison has been appointed at the LEA level who:
<ul style="list-style-type: none"> • has sufficient time, capacity and knowledge to perform required duties as outlined in ESSA • participates in SDE provided Homeless Education program training • collaborates with service providers, and advocates working with homeless families.
<input type="radio"/> Yes <input type="radio"/> No
6. The LEA Homeless education policy has been adopted by the governing board and reviewed annually to include all required components, including removing barriers for students experiencing homelessness.
<input type="radio"/> Yes <input type="radio"/> No
7. Processes are in place to identify and verify the homeless status of school-age children at the beginning of and throughout the school year, including:
<ul style="list-style-type: none"> • at the time of enrollment for new students • annual registration • re-verification of identified students from the previous year • mid-year moves • staff referral • family/self-referral
<input type="radio"/> Yes <input type="radio"/> No
8. At the time of eligibility, the LEA provides notice to parents and/or unaccompanied youth of the educational rights and supports available for homeless children and youth.
<input type="radio"/> Yes <input type="radio"/> No
9. Annually all staff (example: principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, custodians, cafeteria workers, school nurses, teachers, and paraprofessionals) are trained on Title IX-A, Homeless Education definitions and guaranteed supports as well as strategies on how to identify and support students experiencing homelessness.
<input type="radio"/> Yes <input type="radio"/> No
10. Identified and eligible students are automatically eligible to receive Title I services regardless of their attendance in a Title I or non-Title I served building.
<input type="radio"/> Yes <input type="radio"/> No
11. The LEA has a homeless education dispute resolution process in place for eligibility, enrollment, and transportation issues. The process is aligned with the State Homeless Education dispute resolution process.
<input type="radio"/> Yes <input type="radio"/> No
12. The LEA provides homeless children and youth a full and equal opportunity to succeed and to receive the educational and transportation services for which they are eligible.
<input type="radio"/> Yes <input type="radio"/> No

At-Risk/Neglected

Neglected programs are defined institutions for children and youth who are neglected and are public or private residential facilities, other than a foster home, that are operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

The Neglected Set Aside is pre-populated. This set-aside is additional Title I-A funding to districts which have a qualifying “Neglected” residential facility within their geographical boundaries and have participated in the fall annual count process.

The LEA should have accounting systems in place to expend and track Title I-A At-Risk/Neglected Set-Aside related expenses.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Validation Issues	Program Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

Allocations

	Title I-A	
Allocation for 2025-2026	\$158,742	
Carryover (remaining balance) From Previous Year as of 9/30/2025	\$0	Limited to no more than 15% of previous year's allocation.
Re-allocation from 2024-2025	\$0	
Transferred from other programs in Title V-A	\$0	
Total Allocations	\$158,742	Total available for 2025-2026 Title I-A programs.

Less Set-Asides

	Title I-A	
Homeless	\$0	Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities
At-Risk/Neglected	\$0	Based on the number of identified students living in residential facilities located within the district geographical boundaries during the annual fall Neglected, Delinquent, and At-Risk count. Funds can be used for LEA programs for identified LEA "At-Risk" students or for LEA/facility partner programs.

Review auto-generated amount.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	At-Risk/Neglected	Certification	Supporting Documents	Program Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

Title I-A At-Risk/Neglected Set-Aside

General Info	District Program	Facilities	Files
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Set-aside: \$6,704 Budgeted: \$0

School districts in proximity to facilities for students categorized under the federal definition of "neglected" are eligible for an additional allocation under Title I Part A—the "Neglected Set-Aside." These additional amounts are automatically calculated based on a district's submission of the "Idaho Annual Neglected, Delinquent and At-Risk Fall Count" form (due in December) for qualifying facilities within the geographical boundary of the district. Students who are residents of 24 hour/day locally-run facilities generate additional dollars for the LEA's in which they are located, since their residents may attend school in the district on a temporary or ongoing basis.

The additional allocation should be considered as part of your Title I Part A funding for planning and budgeting purposes for services allowable by Title I, Part A to administer programs and serve children in neglected institutions - and if appropriate neglected, delinquent or at-risk students in community day programs. These funds shall be determined prior to any allowable expenditures or transfers by the LEA.

Federal law mandates that students resident in locally-run neglect facilities that attend school in districts where their facilities are located must be provided with the same services as any other Title-I-A eligible student. LEA's may opt to partner with neglect facilities in their borders in order to offer special Title IA type programs within in the facility or choose to fund district-wide at-risk/dropout prevention programs.

NOTE: The Title I, Part A Neglected Set-Aside should not be confused with the Title I, Part D Neglected or Delinquent or At-Risk sub-grant program. Title I, Part D subgrant funds are awarded by the Idaho Department of Education primarily to support districts providing juvenile detention education programs in county detention facilities. Visit the Title I, Part D, Subpart 2 web page for more information pertaining to the Idaho Neglected, Delinquent, and At-Risk program.

Check to make sure the set-aside amount matches the budgeted amount.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	At-Risk/ Neglected	Certification	Supporting Documents	Program Approval	
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

Title I-A At-Risk/Neglected Set-Aside

General Info	District Program	Facilities	Files
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Set-aside: Budgeted:

District At-Risk/Dropout Prevention Program

If applicable, briefly describe district Title I-A type program or drop-out prevention supports funded by the Neglected Set-Aside funds:

Alternative High school: drug testing supplies,
SEL curriculum, mentoring program

Amount of Neglected Set-aside budgeted for District Programs:

Total # of students supported by Neglected Set-aside funds in district At-Risk/Dropout Prevention program(s) in previous school year:

If LEA supports an At-Risk/Drop-out Prevention Program, complete the sections under District Program tab.

& Program Purpose	& Set Asides	to Schools	Expenditures	Budget	Plan	Education	Neglected		Documents	Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

Title I-A At-Risk/Neglected Set-Aside

General Info	District Program	Facilities	Files
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Set-aside: Budgeted:

Facilities within the District's geographical boundaries

<p>Facility Name: <input type="text" value="Children's Village"/></p> <p>Address: <input type="text" value="1350 W. Hanley Ave."/> <input type="text" value="Coeur d'Alene ID 83815"/></p> <p>Contact Name: <input type="text" value="Rosa Mettler"/></p> <p>Phone Number: <input type="text" value="208-667-1189"/></p> <p>Email: <input type="text" value="rmettler@thechildrensvillage.org"/></p>	<p>Facility Type: <input type="radio"/> Residential Program <input type="radio"/> Day Program</p> <p>Type of Program: <input type="radio"/> Delinquent <input type="radio"/> Neglected <input type="radio"/> At-Risk <input type="radio"/> Unknown</p>	<p>Participating in district/facility partnership to provide Title I-A type program within the facility: <input type="radio"/> Yes <input type="radio"/> No</p> <p>If you answered "Yes" above, briefly describe district/facility partner Title I-A type program or drop-out prevention supports: <input type="text"/></p> <p>Budget Amount: <input type="text" value="\$0"/></p> <p>District Administrative Costs: <input type="text" value="\$0"/></p> <p>Total # of students supported by Neglected Set-aside funds in district/partner Title I-A type program(s) in previous school year: <input type="text"/></p>	<input type="checkbox"/> Remove
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Update facility information as needed.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	At-Risk/ Neglected	Certification	Supporting Documents	Program Approval	
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Title I-A Improving Basic Programs for fiscal 2024-2025

Best viewed in 1280 X 1024 resolution.

Title I-A At-Risk/Neglected Set-Aside

General Info	District Program	Facilities	Files
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Set-aside: **\$13,032** Budgeted: **\$13,032**

Please upload a copy of your Title I-A Neglected Consultation & Participation form for ALL Neglected sites within the district geographical boundaries AND (if applicable) a current district/facility Memorandum of Understanding (MOU) for partner programs.

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: No file chosen

Note: maximum file size is 100MB

Files Uploaded

File	Upload Date	Actions
MOU for Children's Village.pdf	6/20/2024	<input type="checkbox"/> Delete
Children's Village Consultation Form.pdf	6/20/2024	<input type="checkbox"/> Delete

Upload [Neglected Facility Consultation form](#) and current MOU.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	At-Risk/ Neglected	Certification	Supporting Documents	Program Approval	
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Title I-A Improving Basic Programs for fiscal 2025-2026

<p>Neglected Set-Aside</p> <p><small>Include any personnel (Job Title and FTEs) paid with Title I-A Neglected Set-Aside funds</small></p>	<p>Amount: \$12,087</p> <p>Description: based on where Children's Village kids attend, split</p> <p>\$2,000 tutor/mentor contract for neglected facility partner program.</p>	<p>Amount: \$0</p> <p>Description:</p>
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Add description for each item with a budgeted amount.


Certification

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	At-Risk/ Neglected	Certification	Supporting Documents	Program Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

Title I-A Improving Basic Programs Sec 1112 (c)(1)-(7) and Sec 8538.

-  ☐ The Local Educational Agency will commit to the following obligations-
1. Migrant Student Eligibility for Part A- ensure that eligible migratory children and formerly migratory children are selected to receive Title I, Part A services on the same basis as other children;
 2. Private School Students- provide services to eligible children attending private schools, and engage in timely and meaningful consultation with private school officials, in accordance with Section 1117;
 3. NAEP- participate in the National Assessment of Educational Progress in reading and math in Grades 4 and 8, if selected;
 4. Coordination and Integration of Services- Coordinate and integrate Title I, Part A services with other educational services at the district or school level for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless youth in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
 5. Students in Foster Care- Collaborate with the state or local child welfare agency to designate a point of contact (if required) and develop and implement a clear written procedure on providing transportation to keep foster children in their school of origin when in their best interest, in accordance with statutory requirements;
 6. Teacher and Paraprofessional Qualifications- ensure that all teachers and paraprofessionals working in a Title I program meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
 7. Early Childhood Education- ensure any applicable early childhood education services to low-income children comply with the performance standards under Head Start.
 8. Timely and Meaningful Consultation. Sec. 1112 (a) (1) (A) (B)- The LEA's plan is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
 9. Timely and Meaningful Consultation on issues affecting American Indian (AI) and Alaska Native (AN) students. Sec 8538.- The LEA assures it has had timely and meaningful consultation on issues affecting American Indian (AI) and Alaska Native (AN) students. This applies to LEAs which either:
 - a. has 50 percent or more of its student enrollment made up of AI/AN students
 - or
 - b. received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000Link to the ESSA Dear Colleague Letter on Tribal Consultation <http://www2.ed.gov/policy/elsec/leg/essa/faq/essafaqtribalconsultation.pdf>
 10. Any Local Education Agency (LEA) receiving funding under Title I, Part A, must file with the State Educational Agency an approved plan that is coordinated with the McKinney-Vento Homeless Assistance Act ((20 U.S.C. 1400 et seq.) (Title I-A Section 1112(b).

Please click the small box at the top left-hand side of the page after reading through the 10 statements to move forward.

Supporting Documentation

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Program Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

Files

Upload files that support Title I-A programs in your district

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File:

Choose File

 No file chosen

Upload

Note: maximum file size is 100MB

This is the upload location for any backup documentation or supporting documentation that may be necessary to support the Title I-A budget or Administrative Costs greater than 10% as noted on the Allocation and Set Asides tab.

Validation Issues

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	Certification	Supporting Documents	Validation Issues	Program Approval
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Title I-A Improving Basic Programs for fiscal 2024-2025

Best viewed in 1280 X 1024 resolution.

Note: if you have validation errors that have already been corrected, please revalidate the page by clicking its Save button.

Title I-A

- Error: Action Plan - One or more items marked 'No' are missing comments
- Error: Allocation to Schools - Actual Allocation amount for MURTAUGH SCHOOLS (1344) = 0; Program Type must be Not Serving
- Error: Allocation to Schools - Low income student count and children in attendance area are required for all schools
- Error: Allocation to Schools - MURTAUGH SCHOOLS (1344); School Eligibility and Program Type are required
- Error: Allocation to Schools - Total amount allocated to schools (\$0) is not equal to total amount available to schools (\$45,766)
- Error: Budget - Total budgeted amount (\$0) is not equal to total Allocation amount (\$45,766)
- Error: Certification - Missing
- Error: Homeless Education tab must be completed
- Error: Prior Year Expenditures tab must be completed

If there are any validation issues they will be listed on the Validation Issues tab. Validation error descriptions begin with the location of the error described, allowing for easy navigation. The application cannot be submitted as long as there are outstanding validation errors.

Program Approval

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Prior Year Expenditures	Title I-A Budget	Action Plan	Homeless Education	At-Risk/ Neglected	Certification	Supporting Documents	Program Approval
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Title I-A Improving Basic Programs for fiscal 2025-2026

Best viewed in 1280 X 1024 resolution.

Program Approvals

Title I-A

Homeless Set-Aside

Program Approval for Homeless Set-Aside

☐ Approved
☐ Action Needed

Comment:

Note: there is a Homeless Set-Aside approval box. Input regarding the Homeless Set-Aside will be captured here.

TITLE I-C MIGRANT EDUCATION PROGRAM

Overview

In the “Title I-C Education of Migratory Children” section of the CFSGA application, there are seven tabs to complete: General Info (pre-populated), Prior Year Expenditures, Budget, Strategies and MPOs, MEP Supplementary Information, Summer Program, and Certification. If the district houses a Regional MEP Coordinator, a separate budget tab is included. Each section includes clear instructions on how to answer questions for a completed plan that can be approved upon submission.

Purpose of Title I-C

The purposes of the migrant education program are to:

- To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, which address the unique educational needs of migratory children.
- To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- To help migratory children benefit from State and local systemic reforms.

Allocations/Funding

An allocation for Migrant programs is calculated by the number of “units” each district has, which are calculated based on the following criteria:

Students	Unit
Migrant students in school (K-12)	1.0
Migrant students PK or OSY (not in school)	0.5
Priority for Service	1.0

Migrant students also Identified as an English Learner	0.5
Migrant students that participated in summer school	1.0
Migrant students with a recent move	0.5

Note:

- *In general, LEAs must use MEP funds to meet the needs of migrant children that are not addressed by services available from other Federal or non-Federal programs.*
- *MEP funds must be used to **FIRST** provide services to migratory children who are failing, or most at risk of failing, to meet the State’s challenging State content standards and State student performance standards or who have dropped out of school, and who have made a qualifying move within the previous year. These Migrant students are identified as “Priority for Services” or PFS.*

Title I-C Services

Title I-C funds may be used to provide the following types of services:

- **Instructional services** (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school, services to migratory children who have dropped out of school, etc.)
- **Support services** (e.g., educational related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; necessary educational supplies; transportation, etc.)
- **Referrals** to non-LEA agencies and organizations that provide services to migrant families (e.g., health services, assistance with utilities, clothing, and household items, legal services, etc.)
- Other allowable activities (e.g., Identification and recruitment, PAC and other parent and family engagement activities, professional development of school personnel, coordination activities with other agencies, records transfer activities, family literacy programs, integration of information technology, transition of secondary school students to postsecondary education or employment, comprehensive needs assessment activities, program evaluation activities)
- LEAs that have applied for indirect cost rates and been approved can take that proportionate amount as well.

Title I-C Application

General Information and Program Purpose

General Info

Budget

Strategies and MPOs

MEP Supplementary Information

Summer Program

Certification

Supporting Documents

Validation Issues

Program Approval

Title I-C Education of Migratory Children for fiscal 2023-2024

NOTUS DISTRICT(135)

Print Preview

Save

Contact Info

The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission. Any changes, additions, or deletions must be made by resubmitting these files *which can be done at any time*. Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sde.idaho.gov, if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title I-C Migrant Education Coordinator	Jennifer L Wright	Administrative Assistant: (208) 459-7442	wrightjl@notusschools.org
Title I-C Migrant Education Family Liaison/Recruiter	Jennifer L Wright	Administrative Assistant: (208) 459-7442	wrightjl@notusschools.org
Title I-C Migrant Education Family Liaison/Recruiter	Myrayvette Garcia	Administrative Assistant: (208) 459-7442	garciam@notusschools.org

This tab is pre-populated by IDCI. The LEA's ISEE coordinator is responsible for making corrections.

There must be at least one person in each of the roles of Family Liaison/Recruiter and Migrant Education Coordinator. The Coordinator should be the person who writes the budget and implements the migrant program.

Prior Year Expenditures

Grant Application - Beta

General Info **Prior Year Expenditures** Budget Strategies and MPOs MEP Supplementary Information Summer Program Certification Supporting Documents Program Approval

Title I-C Education of Migratory Children for fiscal 2024-2025

NOTUS DISTRICT(135)

Print Preview Save

Title I-C Expenditures and Obligations for 2023-2024

Introduction
LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover (section 421(b) of the General Education Provisions Act (GEPA). No more than 15 % of an LEA's Title I-C allocated funds may be carried over to the next year.

Expenditures
Money spent prior to 6/30/2024.

Obligations
Estimated obligations through 9/30/2024.
It is important to understand that "obligated" doesn't necessarily mean "spent". Obligation occurs when the agency or an LEA has entered into a binding commitment to pay out money, such as entering into a contract to pay for supplies or services. EDGAR section §76.707 includes detailed examples of obligation.

**Please verify the following:*
Cash balance from the Grant Reimbursement Application (GRA)
(-) less upcoming GRA requests for expenditures through 6/30/2024
(=) equals remaining balance as of 6/30/2024

Obj. Code	Description	Budgeted Amount	Expenditures as of 6/30/2024	Obligations as of 9/30/2024
100	Salaries	\$12,137	\$0	\$0
200	Employee Benefits	\$8,435	\$0	\$0
300	Contracted Services (see Item 3)	\$2,500	\$0	\$0

The Prior Year Expenditures tab determines the amount of carryover shown on the budget tab, and also allows the LEA to prove out that their actual spending aligned with their prior year budget. When completing this section before 6/30, use the best estimate for the total expenditures by category before 6/30 and for 9/30. When completing the application for final allocations in the fall (after 9/30) this tab should reconcile with the district's accounting records, if not their audit, to accurately represent carryover.

300	Contracted Services (see Item 3)	\$2,500	\$0	\$0
380	Travel Expense	\$2,500	\$0	\$0
400	Supplies and Materials	\$4,546	\$0	\$0
500	Capital Objects	\$0	\$0	\$0
	Equitable Services for Private Schools	\$0	\$0	\$0
800	Indirect Cost	\$0	\$0	\$0
	Totals	\$30,835	\$0	\$0
Total estimated carryover as of 9/30/2024		The carryover amount should be used between October 1, 2024 and September 30, 2025		\$30,835

Excess Carryover Calculator

District's 2023-2024 allocation (not including re-allocated funds or carryover) \$13,102

Maximum amount district may carry over into next fiscal year (limited to 15 % of 2023-2024 allocation) \$1,965

Excess Carryover Calculator

"Yes" - carryover exceeds allowable 15 % Yes

"No" - carryover does not exceed allowable 15 %

Excess Carryover Amount
Amount unobligated as of 9/30/2023. Please complete the Excessive Carryover Waiver Request below. \$28,870

In the event that the carryover amount is greater than 15% for this program, the LEA will need to complete an excessive carryover request at the bottom of the page.

☐ 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 2024-2025 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:

☐ Excessive Carryover Waiver Approved

To request an Excessive Carryover Waiver, the Waiver request field indicated will be checked by the LEA, then the reason for the waiver request will be outlined.

Budget

Grant Application - Budget

General Info | Prior Year Expenditures | **Budget** | Strategies and MPOs | MEP Supplementary Information | Summer Program | Certification | Supporting Documents | Program Approval

Title I-C Education of Migratory Children for fiscal 2024-2025

NOTUS DISTRICT(135)

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

Allocation for 2024-2025	\$13,102
Carry-over From Previous Year as of 9/30	\$30,835
Re-allocation from 2023-2024	\$0
Transferred from other programs in Title I	\$0
Total Allocation	\$43,937

Obj. Code	Description	Regular Term	Summer Term	Instructions
100	Salaries	Amount: \$0 Description:	Amount: \$0 Description:	Upload FTE File on Supporting Documents tab
200	Employee Benefits	Amount: \$0 Description:	Amount: \$0 Description:	
300	Purchased Services (non travel)	Amount: \$0 Description:	Amount: \$0 Description:	

The Budget tab is the location that the LEA will describe how they intend to use their allocation to meet program goals. The Regular term refers to the typical school year. The Summer term refers to the summer months following the school year.

Strategies & MPOs

General Info | Prior Year Expenditures | Budget | **Strategies and MPOs** | MEP Supplementary Information | Summer Program | Certification | Supporting Documents | Program Approval

Title I-C Education of Migratory Children for fiscal 2024-2025

NOTUS DISTRICT(135)

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School Readiness | ELA/Math Achievement | High School Graduation | Non-Instructional Support Services

1.0 School Readiness for Children Ages 3-5

Strategies and MPOs

As part of Idaho's Service Delivery Plan for Migrant Education, the following Measurable Performance Outcomes (MPOs) have been created with the Office of Migrant Education (OME) from our Comprehensive Needs Assessment (CNA) and are part of our monitoring process. Strategy ideas have been included to help you think about what might work in your District for your migratory students. You are not expected to use all strategies.

Strategies and MPOs must be directly supported, at least in part, with migrant funds. Districts are encouraged to collaborate with other programs to meet the needs of migratory students. Please review the MPOs carefully, as the district must collect data as evidence that the MPO was met or not met. That data will be entered into MSIS.

Note: ALL items are now required for all funded migrant education programs.

Strategy #	MPO	Strategy Ideas	Briefly describe the district's plan for implementing the strategy
1.1	1.1) By the end of the 2024-2025 performance period, 80% of family members with preschool-aged children attending family activities or using provided resources will report on a survey that they increased their skills for supporting their child's school readiness skills in the home.	<ul style="list-style-type: none"> • Bilingual preschool backpacks • Coordinate with district kinder programs and Head Start programs • Family nights • Home- and center-based services • Home visits • Mini workshops • Parent activities, trainings, PAC meetings • Provide family engagement nights • Provide instruction and modeling • Provide lending library with books in home language 	
	1.2) By the end of the 2024-2025 performance period, 70% of migratory	<ul style="list-style-type: none"> • Coordinate with other programs to provide shared PK services (e.g., 	

The Strategies & MPOs tab is where planned strategies are listed for each MPO (4 tabs). There are suggested strategies listed to give ideas. Suggested strategies are not mandatory. Strategies can be chosen from the recommendations, or customized to meet the needs of the LEA.

MEP Supplementary Information

General Info | Prior Year Expenditures | Budget | Strategies and MPOs | **MEP Supplementary Information** | Summer Program | Certification | Supporting Documents | Program Approval

Title I-C Education of Migratory Children for fiscal 2024-2025

NOTUS DISTRICT(135)

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1. LEA's Comprehensive Plan for Identification and Recruitment of Eligible Migrant Children

1. The LEA has a fulltime migrant family liaison with flexible schedule allowing recruiting at any time. If No, provide the daily/weekly schedule. Please be specific (e.g. days of the week, times)
☐ Yes ☐ No

2. If no, provide liaison's schedule here

3. The LEA will administer the Parent Employment Survey for every newly enrolled child
☐ Yes ☐ No

4. If no, explain here

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.

6. Outline the LEA's process of identifying and recruiting migrant children in the community who are not attending school (i.e., out-of-school youth (OSY), preschool, etc.).

There are 8 topics addressed in the tab. Most of the questions have Yes/No buttons. If the answer to any questions is "No" provide a comment in that section. Several questions do require narrative responses describing the practices of the district. Be thorough with these explanations.

Summer Program

General Info | Prior Year Expenditures | Budget | Strategies and MPOs | MEP Supplementary Information | **Summer Program** | Certification | Supporting Documents | Program Approval

Title I-C Education of Migratory Children for fiscal 2024-2025

NOTUS DISTRICT(135)

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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, support for credit recovery 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)

2. If None, why not?

3. If None and funding is the barrier, you could partner with a neighboring district to provide migrant summer services. List the districts you could partner with and any potential barriers.

4. If None and additional state migrant funding were available, would you be interested in summer services?

5. If None, would you like technical assistance to explore migrant summer school options?
☐ Yes
☐ No

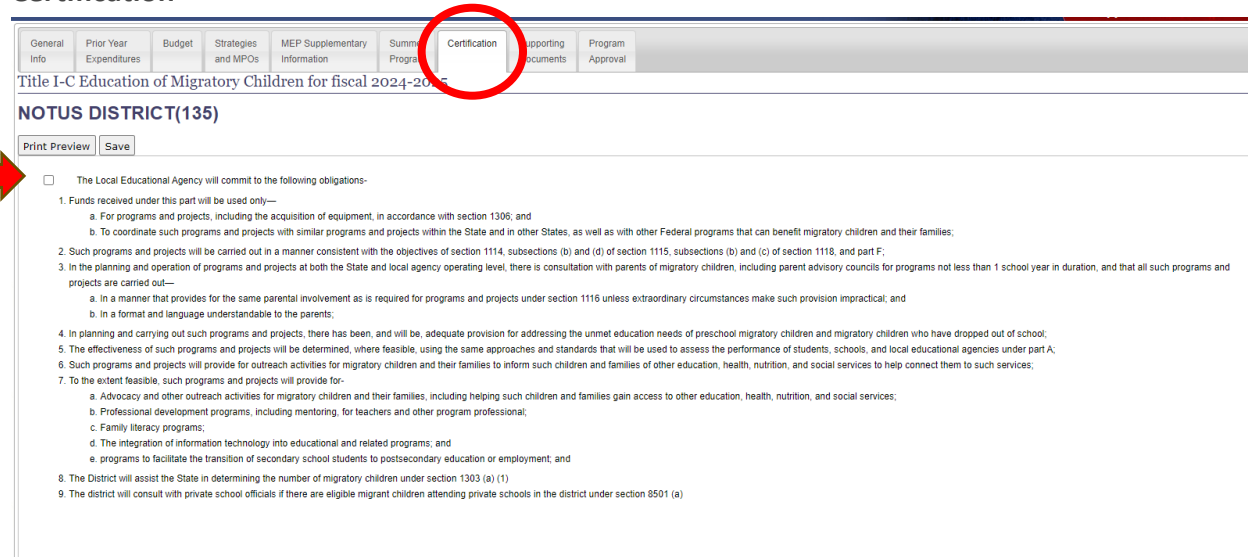
On the first tab within the Summer Program tab is general information about whether the LEA will provide a summer program for migrant students. This does not only include Summer School. Think “outside the box” on how continual academic support could be provided through the summer in fun ways for students. If “None” is chosen, answer the questions on this tab.

Once a decision is made to provide summer services, fill out the elementary and/or secondary tab depending on the level to which summer services will be provided.

The Binational Teacher tab must be opened, and the first question must be answered. If the answer is “Yes”, all questions must be answered. If the answer is “No”, the rest of the questions do not need an answer. Selecting “Yes” is not a final commitment to hosting a binational teacher, it indicates an interest to do so.

The Summer Certification tab contains checkboxes. If a Summer Program is provided, read and check Number 1 & 2. If an LEA is not providing a Summer Program, they will read and check Number 3.

Certification



General Info | Prior Year Expenditures | Budget | Strategies and MPOs | MEP Supplementary Information | Summer Program | **Certification** | Supporting Documents | Program Approval

Title I-C Education of Migratory Children for fiscal 2024-2025

NOTUS DISTRICT(135)

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☐ The Local Educational Agency will commit to the following obligations-

- Funds received under this part will be used only—
 - For programs and projects, including the acquisition of equipment, in accordance with section 1306; and
 - To coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families.
- Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and part F;
- In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parents of migratory children, including parent advisory councils for programs not less than 1 school year in duration, and that all such programs and projects are carried out—
 - In a manner that provides for the same parental involvement as is required for programs and projects under section 1116 unless extraordinary circumstances make such provision impractical; and
 - In a format and language understandable to the parents;
- In planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school;
- The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;
- Such programs and projects will provide for outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services;
- To the extent feasible, such programs and projects will provide for-
 - Advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services;
 - Professional development programs, including mentoring, for teachers and other program professional;
 - Family literacy programs;
 - The integration of information technology into educational and related programs; and
 - programs to facilitate the transition of secondary school students to postsecondary education or employment; and
- The District will assist the State in determining the number of migratory children under section 1303 (a) (1)
- The district will consult with private school officials if there are eligible migrant children attending private schools in the district under section 8501 (a)

The Certification Tab contains a single checkbox. The information contained here outlines the district’s obligations in order to comply with ESEA requirements regarding the migrant program. When the CFSGA is submitted the certification is electronically “signed” and dated, the LEA is ensuring a commitment to meet these obligations.

Supporting Documentation

General Info	Prior Year Expenditures	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification	Supporting Documents	Program Approval
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Title I-C Education of Migratory Children for fiscal 2025-2026

BLACKFOOT DISTRICT(055)

Files

Upload files that support Title I-C programs in your district

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: No file chosen

Note: maximum file size is 100MB

This upload section is for any other documents to support the Migrant Program. There is no requirement to upload any documents. It is there for an LEA to share more about their program.

Program Approval

General Info	Prior Year Expenditures	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification	Supporting Documents	Program Approval
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Title I-C Education of Migratory Children for fiscal 2024-2025

NOTUS DISTRICT(135)

Program Approvals

Title I-C

Program Approval for Title I-C

☐ Approved
☐ Action Needed

Comment:

If there is anything missing in any of the tabs a “Validation Issues” tab will pop up indicating where information is missing. These issues must be resolved before the CFSGA can be submitted.

The Program Approval tab will be completed by the Migrant Education Coordinator at the Idaho Department of Education. If the Coordinator needs more complete information the “Action Needed” button will be selected and changes needed will be noted in the comment box.

TITLE II-A SUPPORTING EFFECTIVE INSTRUCTION

Overview

The Title II-A section of the application allows LEAs to apply for Title II-A funds. This application includes:

14. A description of the activities including evidence-based strategies to be carried out by the LEA and how these activities will be aligned with the challenging academic standards ESEA 2102(b)(2)(A)
15. A description of the LEA's system of professional growth and improvement for teachers, principals, and other school leaders ESEA 2102(b)(2)(B)
16. A description of how the LEA will prioritize funds to schools implementing Comprehensive Support and Improvement and/or Targeted Support and Improvement Activities ESEA 2102(b)(2)(C)
17. A description of how the LEA will use data and consultation to update and improve Title II-A activities ESEA 2102(b)(2)(D)
18. A description and amounts of how Title II-A funds are being budgeted for the fiscal year
19. Assurances for the Title II-A program noting the LEA will commit to coordinate professional development activities, and provide timely and meaningful consultation with required stakeholders ESEA 2102(b)(2)(F) & 2102 (b)(3)

Purpose of Title II-A

The purpose of this Title II-A is to provide grants to State educational agencies and subgrants to local educational agencies to— (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. ESEA 2001

LEAs typically use these funds for professional development, instructional coaches, recruiting and retaining teachers, including adding additional certifications and leadership role stipends for staff.

Title II-A Components

General Information and Program Purpose

Review LEA contact information to ensure name, phone number, and email addresses are correct.

If changes are needed, the LEA's technology staff can update Idaho District Contact Information (IDCI) through an ISEE upload.

General Information & Program Purpose	Activities	Program Description	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval	
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Title II-A Supporting Effective Instruction for fiscal 2024-2025

ABERDEEN DISTRICT (058)

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The purpose of Title II-A is to provide sub-grants to Local Education Agencies (LEA) to –

1. Increase student academic achievement consistent with the challenging state standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders. (2001)

District Address:
318 West Washington
Aberdeen, ID 83210-0610

Contact Info

The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission.
Any changes, additions, or deletions must be made by resubmitting these files *which can be done at any time*.
Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sde.idaho.gov if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title II-A Supporting Effective Instruction Coordinator	Marina Rae Taylor	Main Business: (208) 397-4113 Main Business: (208) 397-4115	taylor@abern58.org
Consolidated Grants Manager	Marina Rae Taylor	Main Business: (208) 397-4113 Main Business: (208) 397-4115	taylor@abern58.org

Activities

Describe how each activity is expected to improve student academic achievement using measurable objectives. Choose the evidence level for each strategy.

General Information & Program Purpose	Activities	Program Description	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval	
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Title II-A Supporting Effective Instruction for fiscal 2024-2025

ABERDEEN DISTRICT (058)

Description of the activities to be carried out by the Local Education Agency (LEA) under this section and how these activities will be aligned with challenging State academic standards. (2102(b)(2)(A))

	Activity Description	Description of how the activity is expected to improve student academic achievement (<u>measurable objectives</u>).		What evidence level of criteria does this strategy meet?	Delete Activity
Activity 1	<input style="width: 90%;" type="text" value="x"/>	<input style="width: 90%;" type="text" value="x"/>		Strong Evidence ▼	<input type="checkbox"/>
Activity 2	<input style="width: 90%;" type="text" value="x"/>	<input style="width: 90%;" type="text" value="x"/>		Moderate Evidence ▼	<input type="checkbox"/>

Program Description

Describe:

20. The LEA system of professional growth and improvement for teachers, principals, and other school leaders 2102(b)(2)(B)
21. How the LEA will prioritize funds to schools implementing Comprehensive Support and Improvement and/or Targeted Support and Improvement 2102(b)(2)(C)
22. How the LEA will use data and consultation to update and improve the Title II-A activities 2102(b)(2)(d).

General Information & Program Purpose	Activities	Program Description	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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Title II-A Supporting Effective Instruction for fiscal 2024-2025

ABERDEEN DISTRICT (058)

1. Description of Local Education Agency's (LEA) system of professional growth and improvement (induction for teachers, principals, other school leaders for building teacher leadership)(2102(b)(2)(B)).

x

2. Description of how Local Education Agency (LEA) will prioritize funds to schools implementing Comprehensive Support and Improvement and/or Targeted Support and Improvement activities. (2102(b)(2)(C)).

x

3. Description of how LEA will use data and consultation to update and improve activities in this program (2102(b)(2)(D)).

x

Prior Year Expenditures

The Prior Year Expenditures tab determines the amount of carryover shown on the budget tab, and also allows the LEA to prove out that their actual spending aligned with their prior year budget. When completing this section before 6/30, use the best estimate for the total expenditures by category before 6/30 and for 9/30. When completing the application for final allocations in the fall (after 9/30) this tab should reconcile with the district's accounting records, if not their audit, to accurately represent carryover.

General Information & Program Purpose	Activities	Program Description	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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Title II-A Supporting Effective Instruction for fiscal 2024-2025

ABERDEEN DISTRICT (058)

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Title II-A Expenditures and Obligations for 2023-2024

Introduction

LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover (section 421(b) of the General Education Provisions Act (GEPA). No more than 25 % of an LEA's Title II-A allocated funds may be carried over to the next year.

Expenditures

Money spent prior to 6/30/2024.

Obligations

Estimated obligations through 9/30/2024.

It is important to understand that "obligated" doesn't necessarily mean "spent". Obligation occurs when the agency or an LEA has entered into a binding commitment to pay out money, such as entering into a contract to pay for supplies or services. EDGAR section §76.707 includes detailed examples of obligation.

<i>*Please verify the following:</i> Cash balance from the Grant Reimbursement Application (GRA) (-) less upcoming GRA requests for expenditures through 6/30/2024 (=) equals remaining balance as of 6/30/2024				
Obj. Code	Description	Budgeted Amount	Expenditures as of 6/30/2024	Obligations as of 9/30/2024
100	Salaries	\$16,000	\$16,000	\$1
200	Employee Benefits	\$3,254	\$3,000	\$2
300	Purchased Services (non travel)	\$5,100	\$5,000	\$3
380	Travel Expense	\$3,126	\$3,000	\$0
400	Supplies and Materials	\$10,598	\$10,000	\$0
500	Capital Objects	\$0	\$0	\$0
	Equitable Services for Private Schools	\$0	\$0	\$0
800	Indirect Cost	\$0	\$0	\$0
	Totals	\$38,078	\$37,000	\$6
Total estimated carryover as of 9/30/2024		The carryover amount should be used between October 1, 2024 and September 30, 2025		\$1,072

If Title II-A carryover is 25% or less, no excess carryover waiver is needed.

Excess Carryover Calculator	
District's 2023-2024 allocation (not including re-allocated funds or carryover)	\$29,785
Maximum amount district may carry over into next fiscal year (limited to 25 % of 2023-2024 allocation)	\$7,446
Excess Carryover Calculator	No
"Yes" - carryover exceeds allowable 25 %	
"No" - carryover does not exceed allowable 25 %	

If Title II-A carryover exceeds 25%, an Excessive Carryover Waiver is required.

Excess Carryover Calculator	
District's 2023-2024 allocation (not including re-allocated funds or carryover)	\$29,785
Maximum amount district may carry over into next fiscal year (limited to 25 % of 2023-2024 allocation)	\$7,446
Excess Carryover Calculator "Yes" - carryover exceeds allowable 25 % "No" - carryover does not exceed allowable 25 %	Yes
Excess Carryover Amount Amount unobligated as of 9/30/2023. Please complete the Excessive Carryover Waiver Request below.	\$626

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 2024-2025 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:

☐ Excessive Carryover Waiver Approved

Budget

The Budget tab lists the preliminary Title II-A allocation. The carryover is pre-populated from the Prior Year Expenditures tab.

General Information & Program Purpose	Activities	Program Description	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
Title II-A Supporting Effective Instruction for fiscal 2024-2025							
ABERDEEN DISTRICT (058)							
Print Preview		Save					
Allocation for 2024-2025	\$29,659						
Carry-over From Previous Year as of 9/30/2024	\$8,072	Reasonable and necessary – up to 25% of 2023-2024 allocation.					
Re-allocation from 2023-2024	\$0						
Transferred to other programs in Title V-A	\$0	Transferred to other programs via Title V-A Funding Transferability					
Transferred from other programs in Title V-A	\$0	Transferred from other programs via Title V-A Funding Transferability					
Total Allocation	\$37,731	Total available for 2024-2025 Title II-A program.					

Note: Title V-A Transferability allows LEAs the flexibility to transfer Title Funds **from** II-A and IV-A **to** I-A, I-C, I-D, II-A, III-A, IV-A and/or V-B RLIS. This section also automatically reflects any amount transferred to or from other programs via V-A Funding Transferability. IF Title V-A Transferability is used, the transfer of funds will be noted under the allocation section in the budget.

Title II-A salaries and benefits are supplemental to state and local funds, not a part of regular teacher salary. Note: This section should also include any individuals who are performing duties considered as Administrative Costs for Title II-A.

Obj. Code	Description	2024-2025
100	Salaries <i>Required:</i> <i>Upload FTE File on Supporting Documents tab</i>	Amount: <input type="text" value="\$20,000"/> Description: <input type="text" value="x"/>
200	Employee Benefits	Amount: <input type="text" value="\$10,737"/> Description: <input type="text" value="x"/>

Purchased services include costs for services the LEA has purchased from a third-party vendor or consultant, including professional development presenters and resources. Any consultant travel expenses should be included under Purchased Services.

300	Purchased Services (non travel)	Amount: <input type="text" value="\$3,000"/> Description: <input type="text" value="x"/>
-----	------------------------------------	---

Travel Expenses may include mileage reimbursement, car rental, flights, and shuttle services, lodging, per diem, etc. as applicable and allowable for staff members who are employed by the LEA. Any consultant travel expenses should be included under Purchased Services.

380	Travel Expense	Amount: <input type="text" value="\$3,000"/> Description: <input type="text" value="x"/>
-----	----------------	---

Supplies and materials may include expenses such as those associated with providing professional development: books, training materials, binders, sticky notes, markers, etc. Food may only be provided if following specific Federal Programs food guidelines and allowances. Using Title II-A funds for food expenses is discouraged.

400	Supplies and Materials	Amount: <input type="text" value="\$1,000"/> Description: <input type="text" value="x"/>
-----	------------------------	---

If any private schools exist within the LEA attendance area, The LEA must consult with private schools in order to determine if the school wishes to participate in Equitable Services to Private Schools. Provide specific budget details for each private school. The amount of Equitable Services to Private Schools is prepopulated from the Equitable Services section in the CFSGA.

	Equitable Services for Private Schools <i>Provide specific budget details for each private school</i>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
--	---	---

Indirect costs may be set-aside only if the LEA has an approved restricted indirect cost rate. LEAs with an approved rate will see the rate shown next to the 800 object code. The amount based on the Title II-A allocation is pre-populated in the II-A budget, so cannot be changed.

800	Indirect Cost Rate: %	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
-----	--------------------------	---

If the LEA has administrative costs, enter the amount in the Administrative Costs section below the total budget. Also provide a description for the administrative costs. Administrative costs must be allowable direct costs to the grant, and might take the form of a clerk organizing program services or a Federal Program director's partial salary.

Administrative Costs	<p><i>Up to 10% of allocation. Additional information will be required if total administration exceeds 10%.</i></p> <p><i>In addition, allocation - admin costs = basis for Equitable Services for Private Schools.</i></p> <p>THIS AMOUNT IS INCLUDED IN ONE OR MORE OF THE ABOVE BUDGET ITEMS.</p> <p>Amount:</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">\$0</div> <p>Description:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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Certification

The LEA ensures Title II-A activities are coordinated with other programs, timely and meaningful consultation has occurred with all stakeholders, and that consultation has occurred with any eligible private schools.

Title II-A Supporting Effective Instruction for fiscal 2024-2025

ABERDEEN DISTRICT (058)

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Certified By: kgauby@edu.id
 Certified Date: 4/2/2024

☒ The Local Educational Agency will commit to the following obligations-

1. Professional Development. Sec 2102 (b)(2) (F)
 The Local Educational Agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.
2. Timely and Meaningful Consultation. Sec. 2102 (b) (3)
 The LEA's plan is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title.
 Seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.
3. Equitable Services. Sec. 8501 (a)
 The LEA will annually contact the officials of private schools and make an offer for services with an opportunity to ask questions and will provide eligible private school children with services eligible under the Title II, Part A program.

Supporting Documentation

If the LEA is using Title II-A funds for salaries and benefits, the Position and Stipend Supplement must be completed and uploaded to the Submit and Assurance tab of the CFSGA. The Supporting Documents tab of the Title II-A section is for uploads of program specific backup documentation requested by the coordinator.

General Information & Program Purpose	Activities	Program Description	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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Title II-A Supporting Effective Instruction for fiscal 2025-2026

PARMA DISTRICT (137)

Print Preview Save

Files

Upload files that support Title II-A programs in your district

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: Choose File No file chosen

Upload Note: maximum file size is 100MB

Files Uploaded

No files have been uploaded.

Program Approval

The state Title II-A Coordinator will review each LEA plan. The plan will either be Approved or returned with Action Needed. These comments will be published in the CFSGA comments section.

Title II-A Supporting Effective Instruction for fiscal 2024-2025

ABERDEEN DISTRICT (058)

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Program Approvals

Title II-A

Program Approval for Title II-A

☐ Approved
☐ Action Needed

Comment:

STATE ENGLISH LEARNER PROGRAM & TITLE III-A LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS

Overview

The Idaho English Learner (EL) Program assists local educational agencies (LEAs) with federal and state requirements for English language acquisition. We help LEAs create, implement, and maintain instructional programs that provide equal learning opportunities for multilingual learners. Our goal is to support educator capacity which embraces each learner's unique identity to succeed in school and beyond.

Purpose of Title III-A

Title III-A funding enables LEAs to provide supplemental English Language Development (ELD) services, in addition to core programming requirements under Title VI of the Civil Rights Act of 1964. Title III-A funding provides funding for supplementary support in curricular materials, staff professional development, and family engagement activities.

Allocations/Funding

The State EL program allocation is determined annually by the Legislature. The budget is finalized by the end of the Legislative session and funds are appropriated into the SDE budget. The number of EL students tested during the annual English language proficiency assessment determines LEA allocations. LEAs do not need to request State EL funds specifically, as funds are distributed by the end of October to each LEA with an approved State EL plan.

Title III-A funds are allocated to LEAs through a non-competitive sub-granting formula. The number of EL students tested during the annual English language proficiency assessment determines LEA allocations. LEAs use Title III-A funds to supplement core language instruction educational programs. Funds are used to provide high-quality professional development in language acquisition to all staff working with EL students and for family engagement activities.

State English Learner Program & Title III-A Components

General Information and Program Purpose

General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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English Learner Program and Title III-A English Language Acquisition for fiscal 2024-2025

[Redacted]

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LEA Address:
[Redacted]

Contact Info
The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission.
Any changes, additions, or deletions must be made by resubmitting these files *which can be done at any time*.
Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sde.idaho.gov, if you need assistance.

Role Title	Name	Phone(s)	Email Address
State EL & Title III Language Instruction for English Learners	[Redacted]	[Redacted]	[Redacted]

Please ensure the contract information on the “General Information” tab is accurate. The “State EL & Title III Language Instruction for English Learners” role should be given to the individuals who should be receiving timely information from the EL Program Coordinator. Please contact the LEA’s ISEE Technology Coordinator to update or change this information.

Demographic Information

General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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English Learner Program and Title III-A English Language Acquisition for fiscal 2024-2025

[Redacted]

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Do not enter data below. This information will be populated by SDE.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching	ACCESS Alt	Not Assessed	Long Term English Learners
--	---------------------	---------------------	-----------------------	----------------------	---------------------	---------------------	---------------	-----------------	-------------------------------------

The Demographic Information tab will include an itemized list of the LEA EL student population based on their ACCESS level, students not assessed, and the LEA’s long-term English learners. Please keep in mind the numbers will not populate in the CFSGA until after the ACCESS appeal process is completed in late spring.

Program Information

General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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English Learner Program and Title III-A English Language Acquisition for fiscal 2024-2025

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State EL	Title III-A
<p>1. The LEA EL program agrees to the following stipulations. Applications will not be approved unless all items are checked</p> <p><input type="checkbox"/> The LEA adheres to and implements Idaho standardized entrance criteria, processes, and procedures.</p> <p><input type="checkbox"/> The LEA uses the state Approved Home Language Survey (HLS) for identifying potential English Learners (EL).</p> <p><input type="checkbox"/> The LEA administers Kindergarten W-APT and/or WIDA Screener for students who are identified on the HLS as coming from an environment in which a language other than English is spoken.</p> <p><input type="checkbox"/> The LEA completes the identification process and places qualified EL students in the LEA Language Instruction</p>	<p>1. The LEA Title III program agrees to the following stipulations. Applications will not be approved unless all items are checked</p> <p><input type="checkbox"/> The LEA is in compliance with all State laws, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126 of Title III.</p> <p><input type="checkbox"/> The LEA is in compliance with ESSA regulations regarding EL family and community engagement, parent notification, and EL participation in academic achievement assessments consistent with Title I Sections 1111(b)(2)(B)(vii)(III), 1111(b)(3), 1112(e)(3)(c).</p> <p><input type="checkbox"/> The LEA coordinates and ensures close cooperation with other programs serving English learners that are administered by Federal, State, and local agencies.</p> <p><input type="checkbox"/> The LEA uses Title III funds to supplement, not supplant, any other Federal, State, or local funds.</p> <p><input type="checkbox"/> The LEA has consulted with teachers, researchers, school administrators, and parents; and, if applicable, with education-related community groups, nonprofit organizations, and institutions of higher</p>

This Program Information tab describes assurances the LEA will comply with for state and federal EL regulations. All radio buttons must be checked to be approved. The LEA will only see a Title III-A section if applicable.

Language Instruction Educational Programs

General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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English Learner Program and Title III-A English Language Acquisition for fiscal 2024-2025

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<p>State EL – Core LIEP</p> <ol style="list-style-type: none">Activities listed in this LEA's State EL plan can only be funded using State and local funds.LEAs are required to provide a core EL program (Lau) whether or not they receive Title funds.All EL students (Levels 1.0 through 4.9) must be provided the core EL program described in this plan, in addition to core instruction; instruction in the core EL program must be provided by qualified staff trained in EL strategies.The core EL program, per federal law, must be based on effective approaches and methodologies that demonstrate success in increasing English language proficiency, reasonably calculated for success in terms of resources and personnel, and regularly evaluated to ensure the language barriers are being overcome. <p>NOTE: If more than one service model is used throughout grade/school setting, choose all applicable programs from the options below and describe any specifics or differences in the narrative.</p>	<p>Title III-A</p> <p>Title III funds must be supplemental to your Core LIEP. These funds cannot be used to support any activities under your Core LIEP (left columns).</p> <p>Activities described in this section must only reflect the budgeted items in your Title III-A budget</p> <p>Section 3116(b)(1)</p>
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The Language Instruction Educational Programs tab is the most important part of the EL CFSGA application. In this section, the LEA is describing their core English language instructional program to ensure it meets federal compliance. The core EL program, per federal law, must be based on effective approaches and methodologies that demonstrate success in increasing English language proficiency, reasonably calculated for success in terms or resources and personnel, and regularly evaluated to ensure the language barriers are overcome.

Title III-A funds MUST be supplemental to the LEA's core EL programming. These funds cannot be used to support core EL program, which is funded through general and state EL funds. Title III-A programming must include professional development for all staff working with English learners and family engagement activities.

Goals Matrix

General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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English Learner Program and Title III-A English Language Acquisition for fiscal 2024-2025

Directions: This section allows LEAs to describe how the State EL and/or Title III program(s) and activities will be designed to meet Idaho's accountability measurements for ELs' participation in academic achievement testing as well as ELs' progress towards achieving proficiency on the annual English language proficiency assessment. Now that you have described the essential components of your State EL and/or Federal Title III Plan; please use the following matrix to list **at least one linguistic goal and one academic goal**, evidence-based strategies and activities, evaluation, timeline and person(s) responsible. There is an example provided below for you.

Linguistic and Academic Goals for the Current School Year	Evidence-based Activities	Evaluation	Timeline	Person(s) Responsible	Delete
EXAMPLE: 1.0 – By the end of the school year, 40% of EL students in the LEA will increase at least one level on the Annual Access 2.0 assessment.	Idaho ELD Standards; after school tutoring using a modified classwork approach to make content comprehensible; Sheltered Instruction Observation Protocol (SIOP); Macmillan Teaching English series; supplemental books, manipulatives, and language resource materials	Access 2.0	End of the 2024-2025 school year	ELD Teacher	

The Goals Matrix tab is used to describe how the LEA plans to measure English learners' academic achievement. There should be AT LEAST one linguistic goal and one academic goal, but the LEA may choose to add more. Please be mindful that LEA goals should be realistic, include evidence-based activities, and have a timeline. The goals submitted in CFSGA are the goals used during a Federal Program monitoring visit.

Prior Year Expenditures

General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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English Learner Program and Title III-A English Language Acquisition for fiscal 2024-2025

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Introduction

LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover (section 421(b) of the General Education Provisions Act (GEPA). No more than 25 % of an LEA's Title III-A ELA allocated funds may be carried over to the next year.

Expenditures

Money spent prior to 6/30/2024.

Obligations

Estimated obligations through 9/30/2024.

It is important to understand that "obligated" doesn't necessarily mean "spent". Obligation occurs when the agency or an LEA has entered into a binding commitment to pay out money, such as entering into a contract to pay for supplies or services. EDGAR section §76.707 includes detailed examples of obligation.

The Prior Year Expenditures tab determines the amount of carryover shown on the budget tab, and also allows the LEA to prove out that their actual spending aligned with their prior year budget. When completing this section before 6/30, use the best estimate for the total expenditures by category before 6/30 and for 9/30. When completing the application for final allocations in the fall (after 9/30) this tab should reconcile with the district's accounting records, if not their audit, to accurately represent carryover.

Budget

General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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English Learner Program and Title III-A English Language Acquisition for fiscal 2024-2025

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

State EL	Title III
State EL Allocation for 2024-2025	Title III-A Allocation for 2024-2025
	Carry-over From Previous Year
	Re-allocation from 2023-2024
	Transferred from other programs in Title V-A
	Total Allocation
	<small>** Reasonable carryover of Title III funds is allowed for an additional 12-month period beyond the original grant period. For example, for funds granted for the 2023-2024, school year (7/1/2023 to 6/30/2024), carryover is allowed until September 30, 2025.</small>

The Budget tab will initially show the preliminary allocations for the LEA’s state allocation and Title III-A allocation, if applicable. As a reminder, all expenditures must be reasonable, allocable, and allowable. In addition, the budget must meet the state and federal guidelines for allowable uses of funds. The State EL allocation must be used to fund the core English instruction educational program. Title III-A funds are to be used for supplementary program support that go above and beyond the core program. Title III-A allocations must include a set aside for professional development and family engagement activities. The EL Coordinator will return CFSGA application if the Title III-A budget is missing professional development and family engagement allocations. Final allocations will be updated after the final allocation amounts are sent from US Department of Education in early fall of grant year.

Certification

General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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English Learner Program and Title III-A English Language Acquisition for fiscal 2024-2025

[Redacted]

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EL Assurance

☐ **CERTIFICATION:**

As superintendent or other legally authorized LEA official, I hereby certify that, to the best of my knowledge, the information contained in this Application is true and correct. I further certify that the LEA will comply with the requirements of the programs covered in the Application, that the governing body of the LEA has duly authorized this document, and that I am legally authorized by the LEA to sign and file this document.

The certification tab should be completed once the full application is completed. The legally authorized LEA official should ensure that to the best of their knowledge all information is true and correct.

Supporting Documentation

General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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English Learner Program and Title III-A English Language Acquisition for fiscal 2025-2026

[Redacted]

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Files

Upload files that support EL or Title III-A programs in your district

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: Choose File No file chosen

Upload Note: maximum file size is 100MB

The Files section can include any documentation to support the language instruction educational programs or pertinent information needing to be reviewed by the EL Coordinator.

Program Approval

General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Prior Year Expenditures	Budget	Certification	Supporting Documents	Program Approval
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English Learner Program and Title III-A English Language Acquisition for fiscal 2024-2025

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Program Approvals

EL - Title III

Program Approval for EL - Title III

☐ Approved

☐ Action Needed

The Program Approval tab will be the area where the EL Coordinator will approve the EL plan or send a detailed description of the actions needed to approve the plan. Please review this section if the plan is returned for edits.

TITLE III-A IMMIGRANT EDUCATION PROGRAM

Overview

The Idaho English Learner (EL) Program assists local educational agencies (LEAs) with federal and state requirements for English language acquisition. The Title III-A Immigrant grant provides LEAs with a significant increase in immigrant students additional supplemental allocations to provide an English language educational program to students new to the United States.

Purpose of Title III-A

Title III Section 3114 (20 USC 6824)

Allowable uses of Immigrant funds—

- 23. family literacy, parent outreach, and training;
- 24. support for personnel, including teacher aides, to provide services for immigrant children and youth;
- 25. provisions of tutorials, mentoring, and academic career counseling;
- 26. identification and acquisition of curricular materials, software, and technologies;
- 27. basic instructional services;
- 28. other instructional services, such as programs of instruction to the educational system and civics education;
- 29. activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive community services;

Allocations/Funding

Title III-A Immigrant funding is allocated to Title III-A qualifying districts which have seen an increase in immigrant student enrollment. The English Learner Program Coordinator will send out a self-reported immigrant student count for the preceding three school years and the allocation will be set at a per pupil allocation if the LEA qualifies.

Title III-A Immigrant Components

General Information and Program Purpose

Title III-A Immigrant Education Program for fiscal 2024-2025

Program Information	Plan Components	Plan Matrix	Prior Year Expenditures	Budget	Supporting Documents	Validation Issues	Program Approval
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[Print Preview](#)

Title III section 3241

The purpose of this subpart is to assist eligible local educational agencies that experience unexpectedly large increases in their student population due to immigration—

1. to provide high-quality instruction to immigrant children and youth; and
2. to help such children and youth—
 - A. with their transition into American society; and
 - B. meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

The Program Information tab includes a detailed description of the goals of Title III-A Immigrant grant program.

Plan Components

Title III-A Immigrant Education Program for fiscal 2024-2025

Program Information	Plan Components	Plan Matrix	Prior Year Expenditures	Budget	Supporting Documents	Validation Issues	Program Approval
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Please answer the following questions.

Detail of need and total number of Immigrant students and families to be served

Provide clear and specific details of innovative use of funds and how these funds meet the unique needs of Immigrant students and families.

Describe how the plan and objectives will contribute to the attainment of the following Title III goals: to provide high-quality instruction to immigrant children and youth; and to help such children and youth - with their transition into American society; and to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.

The Plan Components tab allows the LEAs to describe their immigrant population and families which will be served by this grant program. The LEA must provide a clear and specific narrative on how the use of funds will meet the unique needs of immigrant students and their families. The LEA must also describe how this programming will be “above and beyond” the core EL programming and not supplant the state core language instruction educational program.

Plan Matrix

Title III-A Immigrant Education Program for fiscal 2024-2025

Program Information	Plan Components	Plan Matrix	Prior Year Expenditures	Budget	Supporting Documents	Validation Issues	Program Approval
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[Print Preview](#)

Provide at least three measurable objectives that will guide the development of the program to be funded with Immigrant funds. Describe the scientifically-based research services and activities (programs, models, instructional methods, etc.) that will be implemented to achieve each objective and that will be supported by the requested funds.

Objective	Evidence-based Strategies/Activities	Evaluation	Timeline	Person(s) Responsible
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The Plan Matrix tab will allow for the LEA to provide their immigrant education program goals for the school year. The goals must include evidence-based strategies and activities, an evaluation, timeline, and the responsible person for these goals.

Prior Year Expenditures

Title III-A Immigrant Education Program for fiscal 2024-2025

Program Information	Plan Components	Plan Matrix	Prior Year Expenditures	Budget	Supporting Documents	Validation Issues	Program Approval
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[Print Preview](#)

Title III-A Immigrant Expenditures and Obligations for 2023-2024

Introduction

LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover (section 421(b) of the General Education Provisions Act (GEPA). No more than 25 % of an LEA's Title III-A Immigrant allocated funds may be carried over to the next year.

Expenditures

Money spent prior to 6/30/2024.

Obligations

Estimated obligations through 9/30/2024.

It is important to understand that "obligated" doesn't necessarily mean "spent". Obligation occurs when the agency or an LEA has entered into a binding commitment to pay out money, such as entering into a contract to pay for supplies or services. EDGAR section §76.707 includes detailed examples of obligation.

The Prior Year Expenditures tab determines the amount of carryover shown on the budget tab, and also allows the LEA to prove out that their actual spending aligned with their prior year budget. When completing this section before 6/30, use the best estimate for the total expenditures by category before 6/30 and for 9/30. When completing the application for final allocations in the fall (after 9/30) this tab should reconcile with the district's accounting records, if not their audit, to accurately represent carryover. Carryover for Title III-A funds must not exceed 25% of their total allocation.

Budget

Title III-A Immigrant Education Program for fiscal 2024-2025

Program Information	Plan Components	Plan Matrix	Prior Year Expenditures	Budget	Supporting Documents	Validation Issues	Program Approval
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Print Preview

Allocation	
Allocation Amount	<div><div></div><div></div></div>
Carryover from 2023-2024	<div><div></div><div></div></div>
Re-Allocation from 2023-2024	<div><div></div><div>\$0</div></div>
Total Allocation	<div><div></div><div></div></div>

Budget			
Obj. Code	Description	Regular Term	Summer Term

The Budget tab will include any carryover from the previous school year, the new allocation, and a total allocation. The LEA must provide a detailed budget for the regular school term activities and summer term activities, if applicable. All budget requests must be supplemental to the core instructional program.

Supporting Documentation

Title III-A Immigrant Education Program for fiscal 2025-2026

Program Information	Plan Components	Plan Matrix	Prior Year Expenditures	Budget	Supporting Documents	Program Approval
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Files

Upload files that support Title III-A Immigrant programs in your district

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: No file chosen

Note: maximum file size is 100MB

The Files section can include any documentation to support the LEA's language instruction educational programs or pertinent information needing to be reviewed by the EL Coordinator.

Program Approval

Title III-A Immigrant Education Program for fiscal 2025-2026

Program Information	Plan Components	Plan Matrix	Prior Year Expenditures	Budget	Supporting Documents	Program Approval
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Program Approvals

Title III-A Immigrant

Program Approval for Title III-A Immigrant

☐ Approved
☐ Action Needed

Comment:

The Program Approval tab will be the area where the EL Coordinator will approve the EL plan or send a detailed description of the actions needed to revise the plan in order to be approved. Please review this section if the plan is returned for edits.

TITLE IV-A STUDENT SUPPORT AND ACADEMIC ENRICHMENT

General Information and Program Purpose

Program Information	Consortium Application	Program Activities	Evaluation	Budget	Certification	Supporting Documents	Program Approval
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The purpose of Title IV-A is to provide sub-grants to Local Education Agencies (LEAs) to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities.

The grant has three main priorities:

1. to provide all students with access to a well-rounded education;
2. to improve school conditions for student learning; and
3. to improve the use of technology in order to improve the academic achievement and digital literacy of all students.

LEAs may enter into a consortium with other LEAs and apply for funding through a single application.

LEAs must prioritize the distribution of funds to schools based on one or more of the following criteria:

- Are among the schools with the greatest needs (a needs assessment is required for those LEAs or consortiums of LEAs receiving an allocation of \$30,000 or more)
- Have the highest percentages or number of children counted for the purposes of Title I-A
- Are identified for comprehensive support and improvement (i.e. are among the lowest-achieving schools)
- Are implementing targeted support and improvement plans (i.e. have consistently underperforming student subgroups)
- Are identified as a persistently dangerous public elementary or secondary school

The purpose of Title IV, Part A is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to—

- (1) Provide all students with access to a well-rounded education
- (2) Improve school conditions for student learning; and
- (3) Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

LEAs must prioritize the distribution of funds to schools based on one or more of the following criteria:

- Are among the schools with the greatest needs
- Have the highest percentages or number of children counted for the purposes of Title I-A
- Are identified for comprehensive support and improvement (i.e. are among the lowest-achieving schools)
- Are implementing targeted support and improvement plans (i.e. have consistently underperforming student subgroups)
- Are identified as a persistently dangerous public elementary or secondary school

Please verify that the district address and roles are corrected or updated.

District Address:

Contact Info

The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission.

Any changes, additions, or deletions must be made by resubmitting these files *which can be done at any time*.

Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sde.idaho.gov, if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title IV-A Student Support and Academic Enrichment Coordinator		Main Business: (208) 397-4115 Main Business: (208) 397-4113	
Consolidated Grants Manager		Main Business: (208) 397-4113 Main Business: (208) 397-4115	

Consortium Application

LEAs may enter into a consortium with other LEAs and apply for funding through a single application. One LEA must agree to be the Fiscal agent and will complete the application. Other LEAs in the consortium will be responsible for completing only their certifications.

Program Information	Consortium Application	Program Activities	Evaluation	Budget	Certification	Supporting Documents	Program Approval
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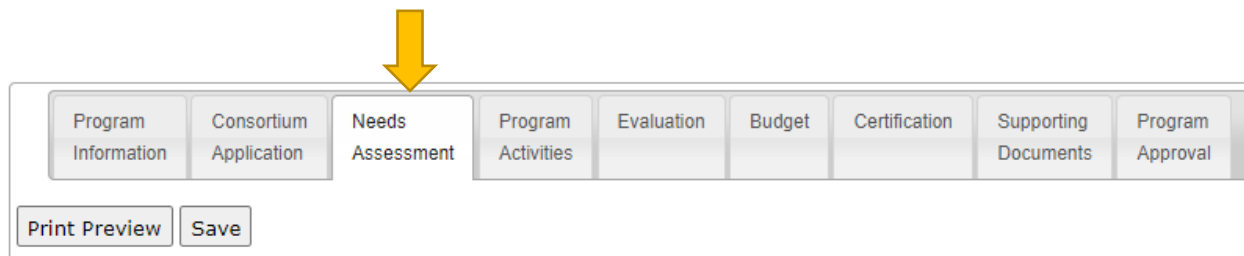
Save

Multiple LEAs may apply for Title IV-A funds as a consortium in a single application to leverage a scale of economy and maximize resources.
One district designated as the Fiscal Agent will be responsible for completing the application.
The other districts in the consortium will only complete their respective Certifications.

<input type="radio"/> Yes <input checked="" type="radio"/> No	This district is participating in a consortium.
<input type="radio"/> Yes <input checked="" type="radio"/> No	This district will act as the Fiscal Agent for the Consortium.

Needs Assessment

Each LEA that receives a IV-A allocation greater than \$30,000 will have a tab titled Needs Assessment. All three fields must be completed. Please be prepared to describe the sources of data reviewed as part of the needs assessment, identify the stakeholders involved (parents, students, law enforcement, etc.) and to summarize the greatest needs of the LEA based on the needs assessment. This tab will not populate for LEAs with an allocation less than \$30,000.



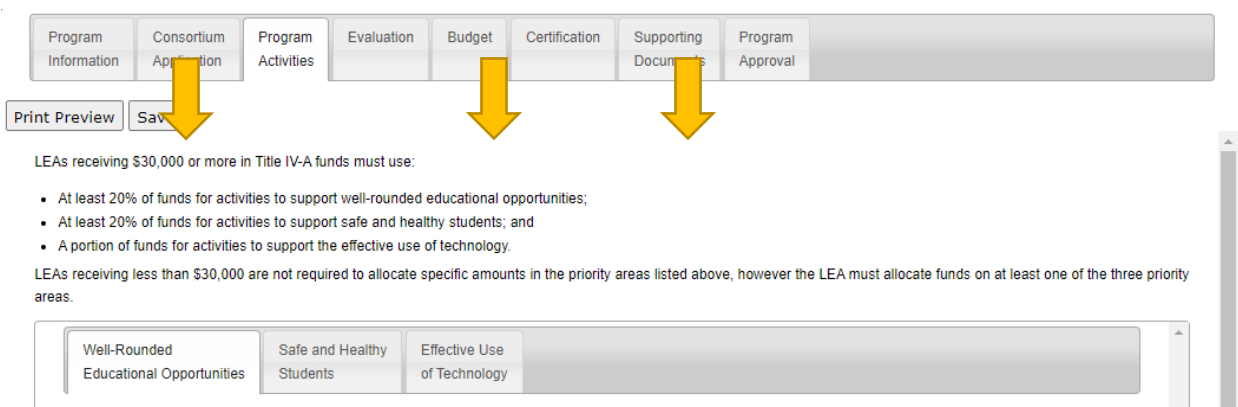
Program Information Consortium Application **Needs Assessment** Program Activities Evaluation Budget Certification Supporting Documents Program Approval

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Program Activities

The Program Activities tab has three subtabs: Well-Rounded Educational Opportunities; Safe and Healthy Students; and Effective Use of Technology. PLEASE NOTE: for LEAs receiving \$30,000 or more in Title IV-A funds MUST use

- At least 20% of funds for activities to support well-rounded educational opportunities;
- At least 20% of funds for activities to support safe and healthy students; and
- A portion of funds for activities to support the effective use of technology. There is a spending cap of 15% for technology devices, equipment, software and digital content.



Program Information Consortium Application Program Activities Evaluation Budget Certification Supporting Documents Program Approval

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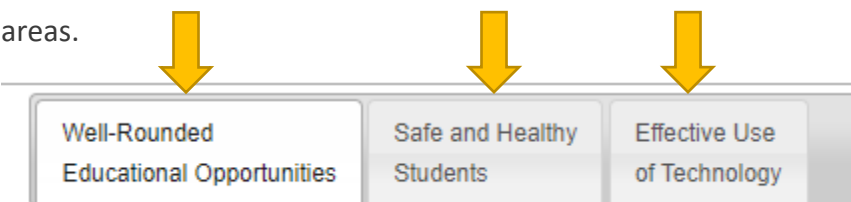
LEAs receiving \$30,000 or more in Title IV-A funds must use:

- At least 20% of funds for activities to support well-rounded educational opportunities;
- At least 20% of funds for activities to support safe and healthy students; and
- A portion of funds for activities to support the effective use of technology.

LEAs receiving less than \$30,000 are not required to allocate specific amounts in the priority areas listed above, however the LEA must allocate funds on at least one of the three priority areas.

Well-Rounded Educational Opportunities Safe and Healthy Students Effective Use of Technology

LEAs receiving LESS than \$30,000 are not required to allocate specific amounts in the priority areas listed above. However, the LEA must allocate funds on at least one of the three priority areas.



Well-Rounded Educational Opportunities Safe and Healthy Students Effective Use of Technology

Each tab representing with which the district has associated funding must be completed. Please answer all questions on each tab. Applications will be returned if the explanation is too vague or does not answer the question.

Evaluation

Please indicate in question 1 to what degree the LEA made progress towards meeting the overall IV-A objectives and outcomes for the prior year. Choose one of the three answers.

The LEA will need to enter the amount the LEA spent each of the three categories. These answers will populate the Total of the IV-A funds expended.

The two dialog boxes at the bottom require descriptions about how funds were used in the prior year and how the program objectives and related outcomes were met in the prior year.

Program Information	Consortium Application	Needs Assessment	Program Activities	Evaluation	Prior Year Expenditures	Budget	Certification	Supporting Documents	Validation Issues	Program Approval
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[Print Preview](#) [Save](#)

1. To what degree did the LEA or consortium make progress towards meeting the overall IV-A objectives and outcomes from the 2023-2024 year?

☐ Did not meet

☐ Partially met

☐ Met

2. What amount of your Title IV-A funds did you spend on Well-Rounded Educational Opportunities during the 2023-2024 year?

3. What amount of your Title IV-A funds did you spend on Safe and Healthy Students during the 2023-2024 year?

4. What amount of your Title IV-A funds did you spend on Effective Use of Technology during the 2023-2024 year?

5. 2023-2024 Title IV-A funds expenditure total

6. Summarize how funds were used in the 2023-2024 year.

7. Describe how the program objectives and related outcomes were met in the 2023-2024 year.

Prior Year Expenditures

The Prior Year Expenditures tab determines the amount of carryover shown on the budget tab, and also allows the LEA to prove out that their actual spending aligned with their prior year budget. When completing this section before 6/30, use the best estimate for the total expenditures by category before 6/30 and for 9/30. When completing the application for final allocations in the fall (after 9/30) this tab should reconcile with the district's accounting records, if not their audit, to accurately represent carryover.

Program Information	Consortium Application	Needs Assessment	Program Activities	Evaluation	Prior Year Expenditures	Budget	Certification	Supporting Documents	Validation Issues	Program Approval
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Title IV-A Expenditures and Obligations for 2023-2024

Introduction

LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover (section 421(b) of the General Education Provisions Act (GEPA). No more than 25 % of an LEA's Title IV-A allocated funds may be carried over to the next year.

Expenditures

Money spent prior to 6/30/2024.

Obligations

Estimated obligations through 9/30/2024.
It is important to understand that "obligated" doesn't necessarily mean "spent". Obligation occurs when the agency or an LEA has entered into a binding commitment to pay out money, such as entering into a contract to pay for supplies or services. EDGAR section §76.707 includes detailed examples of obligation.

The Prior Year Expenditures tab determines the amount of carryover shown on the budget tab, and also allows the LEA to prove out that their actual spending aligned with their prior year budget. When completing this section before 6/30, use the best estimate for the total expenditures by category before 6/30 and for 9/30. When completing the application for final allocations in the fall (after 9/30) this tab should reconcile with the district's accounting records, if not their audit, to accurately represent carryover.

<i>*Please verify the following:</i> Cash balance from the Grant Reimbursement Application (GRA) (-) less upcoming GRA requests for expenditures through 6/30/2024 (+) equals remaining balance as of 6/30/2024			
Description	Budgeted Amount	Expenditures as of 6/30/2024	Obligations as of 9/30/2024
Personnel Salaries	\$39,650	\$0	\$0
Fringe Benefits	\$13,900	\$0	\$0
Professional Development	\$4,394	\$0	\$0
Direct Services to Students	\$0	\$0	\$0
Supplemental Educational Resources and Equipment	\$7,114	\$0	\$0
Equitable Services for Private Schools	\$0	\$0	\$0
Other	\$0	\$0	\$0
Indirect Cost	\$2,800	\$0	\$0
Administrative Costs	\$0	\$0	\$0
Totals	\$67,858	\$0	\$0
Total estimated carryover as of 9/30/2024	The carryover amount should be used between October 1, 2024 and September 30, 2025		\$67,858

This will provide the estimated carryover and will determine whether or not an excessive carry-over waiver is required.

Excess Carryover Calculator

District's 2023-2024 allocation (not including re-allocated funds or carryover)

\$66,722

Maximum amount district may carry over into next fiscal year (limited to 25 % of 2023-2024 allocation)

\$16,680

Excess Carryover Calculator

"Yes" - carryover exceeds allowable 25 %

"No" - carryover does not exceed allowable 25 %

Yes

Excess Carryover Amount

\$51,178

Amount unobligated as of 9/30/2023. Please complete the Excessive Carryover Waiver Request below.

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 2024-2025 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:

☐ Excessive Carryover Waiver Approved

If a waiver is required, complete the Excessive Carryover Waiver Request dialog box. Be sure to click the box at the top of the request.

Budget

The six boxes at the top of the budget tab will be pre-populated. Please note that carry-over of up to 25% for IV-A will not require an excessive carry-over request.

Program Information

Consortium Application

Needs Assessment

Program Activities

Evaluation

Prior Year Expenditures

Budget

Certification

Supporting Documents

Validation Issues

Program Approval

Print Preview

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Allocations		
Allocation for 2024-2025	\$66,722	
Carry-over From Previous Year as of 9/30/2024	\$67,858	Reasonable and necessary – up to 25% of 2023-2024 allocation.
Re-allocation from 2023-2024	\$0	
Transferred to other programs in Title V-A	\$0	Transferred to other programs via Title V-A Funding Transferability
Transferred from other programs in Title V-A	\$0	Transferred from other programs via Title V-A Funding Transferability
Total Allocation	\$134,580	Total available for 2024-2025 Title IV-A program.

Please enter personnel salaries, *including position count for each position* listed.

UPDATED 09/03/2025

Consolidated Federal and State Grant Application Manual / Federal Programs / 86

Note: The LEA is required to upload the Position and Stipend Supplement File on the Submit/Assurance tab of the application if any funds are spent on Salaries and Benefits.

Budget		
Description	2024-2025	Instructions
Personnel Salaries	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Required: Upload FTE File on Supporting Documents tab
Fringe Benefits	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Required: Upload FTE File on Supporting Documents tab

Fringe Benefits for those staff members being paid with IV-A funds should be listed in the next box.

Professional Development, Direct Services to Students and Supplemental Educational Resources and Equipment boxes will require a description of how the LEA is planning to spend the funds. Please be specific. Vague descriptions may cause GRA requests to be delayed while we ask for more information because something was not described, or included, in the program description.

Professional Development	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	List conferences / trainings and costs
Direct Services to Students	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Describe programs / activities and costs
Supplemental Educational Resources and Equipment	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Describe resources, equipment and costs

Equitable Services allocation will be prepopulated based on the information provided on the Equitable Services tab. Please provide a list of those schools receiving funding and what the plan for the funds will be.

Equitable Services for Private Schools	Amount:	Transferred from Equitable Services Provide specific budget details for each private school
	Description:	

Provide information for expenses that are considered Other. Ensure that the description is clear.

Other	Amount:	
	Description:	

The indirect Cost Rate will be prepopulated if one has been requested by the LEA’s business manager from Public School Finance.

Indirect Cost Rate: %	Amount:	
	Description:	

An LEA may allocate up to 2% to cover administrative costs for the IV-A program. Please provide information in the description box that outlines what the covered costs will include. The program will provide the Total dependent on information provided in these fields.

Administrative Costs	Amount:	Up to 2% of allocation.
	Description:	
Totals		


Funding Distribution—Remember that if the LEA allocation is greater than \$30,000, the LEA must allocate at least 20% in Providing a well-rounded education, 20% in Supporting safe and healthy students and something in Implementing the effective use of technology with a 15% total allocation cap. If the LEA allocation is LESS than \$30,000 then the only requirement is that no more than 15% of the allocation may be used is the Implementing the effective use of technology category. The program will calculate percentage of Total Allocation on the right-hand side to provide guidance while the application is being completed.

Funding Distribution		
Identify the dollar amounts budgeted for the below Program Activities. (Note: these amounts are already included in the above budget items)		
Program Activity	Amount	Percent of Total Allocation
Providing a well-rounded education	<input type="text" value="\$0"/>	<input type="text" value="0.0000%"/>
Supporting safe and healthy students	<input type="text" value="\$0"/>	<input type="text" value="0.0000%"/>
Implementing the effective use of technology	<input type="text" value="\$0"/>	<input type="text" value="0.0000%"/> <i>May not exceed 15% of Total Allocation</i>
Total	<input type="text" value="\$0"/>	

Certification

After reading the 10 statements, click the box at the top left-hand side.

Program Information	Consortium Application	Needs Assessment	Program Activities	Evaluation	Prior Year Expenditures	Budget	Certification	Supporting Documents	Validation Issues	Program Approval
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 ☐ The Local Educational Agency will commit to the following obligations-

1. The LEA, or consortium of LEAs, shall prioritize the distribution of funds to schools based upon:
 - The greatest needs as determined by the LEA or consortium of LEAs
 - The highest percentage or number of children from families below the poverty level
 - The highest percentage or number of children identified as neglected and delinquent
 - The highest percentage or number of children in foster care
 - Schools identified for comprehensive support
 - Schools identified for targeted support
 - Schools identified as a persistently dangerous public elementary school or secondary school under section 8532 of ESSA.
2. The LEA shall consult with private schools to assure equitable participation by their students and teachers.
3. The LEA shall use not less than 20% of funds received to support a well-rounded education.
4. The LEA shall use not less than 20% of funds received to support safe and healthy students.
5. The LEA shall use a portion of funds received to support the effective use of technology.
6. The LEA shall annually report to the SEA how funds are being used to support items 3, 4, & 5 listed above.
7. Special rule- Any LEA, or consortium of LEAs receiving an allocation in Title IV-A totaling less than \$30,000 shall be required to report on only one category (items 3, 4 or 5).
8. The LEA has policy in place that complies with state law regarding students who bring firearms on school campus, which requires expulsion for at least 12 months.
9. The LEA has policy in place that requires referral to the criminal justice system or juvenile delinquency system for any student who brings a firearm on school campus.
10. Special Rule- LEAs transferring the entirety of their Title IV-A allocation to another title program are exempt from certification items 1 through 7.

Supporting Documentation

Title IV-A Student Support and Academic Enrichment for fiscal 2025-2026

Program Information	Consortium Application	Needs Assessment	Program Activities	Evaluation	Prior Year Expenditures	Budget	Certification	Supporting Documents
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Files

Upload files that support Title IV-A programs in your district

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: No file chosen

Note: maximum file size is 100MB

This tab of the Title IV portion is a repository for any supporting documents that may be necessary to upload. The Position and Stipend Supplement is uploaded to the Submit/Assurance section of the application, not here.

Validation Issues

If there are any validation errors, this tab will be highlighted in **RED**. Note that the errors will provide information that will lead users to the tab where the issue is and will also explain what information is causing the error. Once corrections are made or data has been added where requested AND the document has been saved, validation errors will clear.

Program Information	Consortium Application	Needs Assessment	Program Activities	Evaluation	Prior Year Expenditures	Budget	Certification	Supporting Documents	Validation Issues	Program Approval
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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 IV-A

- Error: Budget - Total budget amount is not equal to total allocation amount
- Error: Budget - Total of Funding Distribution is not equal to total allocation amount
- Error: Certification - Missing
- Error: Evaluation - Missing required responses
- Error: Needs Assessment - All questions require responses
- Error: Prior Year Expenditures - tab must be completed

FUNDING TRANSFERABILITY (TITLE V-A)

Purpose

The purpose of Title V, Part A is to allow Local Education Agencies (LEAs) the flexibility to target Federal funds to the programs and activities which most effectively address the unique needs of the LEA.

Title V-A Funding Transferability (Sec. 5103) for fiscal 2024-2025

ABERDEEN DISTRICT (058)

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The purpose of Title V-A is to allow Local Education Agencies (LEAs) the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of the localities. (ESEA: TITLE V , PART A—FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES; Sec. 5102)

Program	Total amount of funds transferred FROM eligible program
Title II-A Supporting Effective Instruction	<input type="text" value="\$0"/>
Title IV-A Student Support and Academic Enrichment	<input type="text" value="\$0"/>
Total	<input type="text" value="\$0"/>

Program	Total amount of funds transferred TO eligible program
Title I-A Improving Basic Programs	<input type="text" value="\$0"/>
Title I-C Education of Migratory Children	<input type="text" value="\$0"/>
Title I-D Neglected and Delinquent	<input type="text" value="\$0"/>
Title II-A Supporting Effective Instruction	<input type="text" value="\$0"/>
Title III-A English Language Acquisition	<input type="text" value="\$0"/>
Title IV-A Student Support and Academic Enrichment	<input type="text" value="\$0"/>
Title V-B Rural Education Program	<input type="text" value="\$0"/>
Total	<input type="text" value="\$0"/>

Note: There is also an Alternative Fund Use Authority (AFUA) assurance for LEAs eligible for Title V-B Small Rural School Achievement (SRSA) grants. This is NOT V-A transferability.

AFUA allows Title V-B SRSA eligible LEAs to use Title II-A or IV-A funds for allowable activities under Title I-A, Title II-A, Title III, and/or Title IV-A or B. Mark the AFUA assurance as “Yes” ONLY if using funds under Title II-A or IV-A funds for allowable activities under Title I-A, Title II-A, Title III, and/or Title IV-A or B. If using Title V-A Transferability, mark AFUA as “No”. (Also, if using II-A and IV-A funds for II-A and IV-A allowable activities respectively, mark AFUA as “No”.)

SubmitAssurancesFiles

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Date Assured: 6/28/2023 12:12:34 AM

Date Submitted: 12/19/2023 1:35:17 PM

Assured By: stiegs@nezpercesd.us

Submitted By: mstapleton@nezpercesd.us

Alternative Fund Use Authority

This assurance is due no later than June 30th of each year.

The LEA is Title V-B Small Rural School Achievement (SRSA) eligible and intends to use Title II-A or IV-A funds for allowable activities under Title I-A, Title II-A, Title III, and/or Title IV-A or B as a part of Alternative Fund Use Authority (AFUA).

ESEA Section 5211, 20 USC 7345

☐ Yes
☒ No

An LEA may transfer funds:

FROM *(further referenced as a sending program)*

- Title II-A Supporting Effective Instruction
- Title IV-A Student Support and Academic Enrichment

TO *(further referenced as a receiving program)*

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

HOW IT WORKS IN THE CFSGA

Once the Title V-A Funding Transferability tab has been opened (left navigation menu), a table with several options (transferred to and from) will be viewable. In the table, provide the total amount of transferred funds to and from each eligible program.

Please note, the transferability effects three areas:

1. Equitable Services Calculation: the total proportionate share for the participating program will be calculated based on that program's total allocation **plus/minus** any transferred **in/out** amounts.
2. The "receiving" program's budget will be increased by the transferred **in** amount. This will allow the LEA to successfully budget "the total amount" in one place.
3. The "sending" program's budget will be reduced the transferred **out** amount.

HOW IT WORKS IN THE GRA

*Please note, transferability ONLY moves the funds between programs in the CFSGA for budgeting purposes. However, the **Grant Reimbursement Application** will still prepopulate all allocations in their own grants because each grant has its own CFDA number and the funds cannot be mixed between each other. It is highly recommended to code each grant separately in the internal accounting system by using the appropriate IFARMS code.*

Example #1: An LEA is transferring \$10,000 from IV-A to I-A. Both: In the GRA, the Title I-A and Title IV-A allocations **remain the same** because the GRA may not mix two different grants together.

Before the Transferability	Title IV-A	Title I-A
CFSGA	\$10,000 allocation	\$135,000 allocation
GRA	\$10,000 allocation	\$135,000 allocation
LEA's IFARMS code	261	251
After the Transferability	Title IV-A	Title I-A
CFSGA	\$0 allocation	\$145,000 allocation
GRA	\$10,000 allocation (same)	\$135,000 (same)
LEA's IFARMS code	261	251

Example #2: An LEA is transferring \$10,000 from II-A to I-C. Both: In the GRA, the Title II-A and Title I-C allocations **remain the same** because the GRA may not mix two different grants together.

Before the Transferability	Title II-A	Title I-C
CFSGA	\$10,000 allocation	\$50,000 allocation
GRA	\$10,000 allocation	\$50,000 allocation

LEA's IFARMS code	271	253
After the Transferability	Title II-A	Title I-C
CFSGA	\$ 0 allocation	\$ 60 ,000 allocation
GRA	\$10,000 allocation (same)	\$50,000 allocation (same)
LEA's IFARMS code	271	253

Note: There are no specific requirements on how to set it up as long as the LEA tracks both grants separate from each other. It appears that the most effective approach is to code all expenditures to the “sending” program first (IV-A & II-A in this example) until it is exhausted and then switch to the “receiving” program (I-A & I-C in this example).

TITLE V-B RURAL EDUCATION PROGRAM

Overview

The V-B Rural Low-Income Schools (RLIS) grant is one of the programs under the Rural Education Achievement Program (REAP). The application for RLIS is through the CFSGA. The application includes a Project/Use of Funds section. Funds may be used for allowable costs under Title I-A, Title II-A, Title II-A and Title IV-B. There is also a prior expenditure, budget, evaluation, and supporting documents section.

Purpose of Title V-B

It is the purpose of this program to address the unique needs of rural school districts that frequently—

1. Lack the personnel and resources needed to compete effectively for Federal competitive grants; and
2. Receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Allocations/Funding

An LEA is eligible for Rural Low-Income Schools (RLIS) if:

1. 20 percent or more of the children age 5 to 17 in average daily attendance must be from families with incomes below the poverty line as determined by the small area income poverty estimate data (SAIPE Data).

2. All schools served by the LEA have a locale determination of 32, 33, 41, 42, or 43;
OR
3. The SEA has determined, based on demonstration by the LEA and concurrence of the SEA, that the LEA is located in an area defined as rural by the state.

Allocations are made according to a formula based on the number of students in average daily attendance reported served by the eligible LEAs. The amount of the LEA's Title II-A and Title IV-A allocations and other data points are also considered as a part of the criteria. LEAs which are eligible for both the Rural Low-Income Schools (RLIS) program and the Small Rural Student Achievement (SRSA) program may choose to receive either RLIS or SRSA, not both. The V-B RLIS grant is administered by the state. The V-B SRSA grant is administered by the US Department of Education Rural Education Achievement Program. (REAP)

Title V-B Components

Project/Use of Funds

If the LEA is receiving Title V-B RLIS funding, the LEA should NOT have applied for and/or received Title V-B SRSA funding.

Note: SRSA grants are administered directly by the US Department of Education.

Project/Use of Funds	Budget	Evaluation	Supporting Documents	Program Approval
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Title V-B Rural Education Program for fiscal 2024-2025

KAMIAH JOINT DISTRICT (304)

Best viewed in 1280 X 1024 resolution.

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[Save](#) Warning: You have unsaved changes

Project/Use of Funds

We have applied for and/or received Small, Rural School Achievement (SRSA) Program funding which is directly administered by the U.S. Department of Education:	<input type="radio"/> Yes <input checked="" type="radio"/> No
--	--

Select all radio buttons that apply to the LEA's planned activities tied to RLIS funding. Activities Description and Measurable Goals narrative boxes for each allowable use of funds must be completed. Please be specific when completing the narratives and make sure goals are attainable.

KAMIAH JOINT DISTRICT (304)

Best viewed in 1280 X 1024 resolution.

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Project/Use of Funds

We have applied for and/or received Small, Rural School Achievement (SRSA) Program funding which is directly administered by the U.S. Department of Education:

☐ Yes

☐ No

Recipient may use program funds to conduct activities under the following programs. Please check ALL that apply to your application.

Program	Activity Description	Measureable Goals
<input type="checkbox"/> Teacher recruitment and retention, including the use of signing bonuses and other financial incentives; professional development, including programs that train teachers to use technology to improve teaching. (Title II, Part A – Improving Teacher Quality)		
<input type="checkbox"/> Teacher professional development, including programs that train teachers to work with the disadvantaged and students with special needs; (Title I, Part A – Improving the Academic Achievement of the Disadvantaged)		
<input type="checkbox"/> Parental involvement activities		
<input type="checkbox"/> Activities authorized under ESSA, Title I, Part A (Improving the Basic Programs Operated by LEAs; #84.010)		
<input type="checkbox"/> Activities authorized under ESSA, Title III (Language Instruction for Limited English Proficient and Immigrant Students).		
<input type="checkbox"/> Activities authorized under ESSA, Title IV, Part A (Student Support and Academic Enrichment Grants)		

Prior Year Expenditures

The program coordinator and business manager need to meet and together determine the estimated carryover as of September 30 of this year.

KAMIAH JOINT DISTRICT (304)

Best viewed in 1280 X 1024 resolution.

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Title V-B Expenditures and Obligations for 2023-2024

Introduction

LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover (section 421(b) of the General Education Provisions Act (GEPA). No more than 25 % of an LEA's Title V-B allocated funds may be carried over to the next year.

Expenditures

Money spent prior to 6/30/2024.

Obligations

Estimated obligations through 9/30/2024.

It is important to understand that "obligated" doesn't necessarily mean "spent". Obligation occurs when the agency or an LEA has entered into a binding commitment to pay out money, such as entering into a contract to pay for supplies or services. EDGAR section §76.707 includes detailed examples of obligation.

<div><div>Please verify the following:</div><div>Cash balance from the Grant Reimbursement Application (GRA)</div><div>(-) less upcoming GRA requests for expenditures through 6/30/2024</div><div>(=) equals remaining balance as of 6/30/2024</div></div>				
Obj. Code	Description	Budgeted Amount	Expenditures as of 6/30/2024	Obligations as of 9/30/2024
100	Salaries	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0
300	Purchased Services (non travel)	\$12,062	\$12,000	\$0
380	Travel Expense	\$0	\$0	\$0
400	Supplies and Materials	\$0	\$0	\$0
500	Capital Objects	\$0	\$0	\$0
800	Indirect Cost	\$0	\$0	\$0
	Totals	\$12,062	\$12,000	\$0
	Total estimated carryover as of 9/30/2024	The carryover amount should be used between October 1, 2024 and September 30, 2025		\$62

If there is a Title V-B RLIS carryover of 25% or less, no excess carryover waiver is needed.

Excess Carryover Calculator	
District's 2023-2024 allocation (not including re-allocated funds or carryover)	\$29,785
Maximum amount district may carry over into next fiscal year (limited to 25 % of 2023-2024 allocation)	\$7,446
Excess Carryover Calculator "Yes" - carryover exceeds allowable 25 % "No" - carryover does not exceed allowable 25 %	No

If the LEA has a Title V-B RLIS carryover exceeding 25%, an Excessive Carryover Waiver is required.

Excess Carryover Calculator	
District's 2023-2024 allocation (not including re-allocated funds or carryover)	\$29,785
Maximum amount district may carry over into next fiscal year (limited to 25 % of 2023-2024 allocation)	\$7,446
Excess Carryover Calculator "Yes" - carryover exceeds allowable 25 % "No" - carryover does not exceed allowable 25 %	Yes
Excess Carryover Amount Amount unobligated as of 9/30/2023. Please complete the Excessive Carryover Waiver Request below.	\$626

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 2024-2025 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:

☐ Excessive Carryover Waiver Approved

Budget

The Budget tab lists preliminary Title V-B RLIS allocation. The carryover is pre-populated from the Prior Year Expenditures tab.

KAMIAH JOINT DISTRICT (304)

Best viewed in 1280 X 1024 resolution.

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Budget

Allocation for 2024-2025	\$12,062
Carryover (remaining balance) from 2023-2024 as of 9/30/2024	\$0
Click here to use the Carryover Calculator.	
Re-Allocation from 2023-2024	\$0
Transferred from other programs in Title V-A	\$0
Total Allocation	\$12,062

Note: Title V-A Transferability allows LEAs the flexibility to transfer Title Funds **from** II-A and IV-A **to** I-A, I-C, I-D, II-A, III-A, IV-A and/or V-B RLIS. This section also automatically reflects any amount transferred to or from other programs via V-A Funding Transferability. IF Title V-A Transferability is used, the transfer of funds will be noted under the allocation section in the budget.

Title V-A Funding Transferability (Sec. 5103) for fiscal 2024-2025

KAMIAH JOINT DISTRICT (304)

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The purpose of Title V-A is to allow Local Education Agencies (LEAs) the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of the localities. (ESEA: TITLE V , PART A—FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES; Sec. 5102)

Program	Total amount of funds transferred FROM eligible program
Title II-A Supporting Effective Instruction	<input type="text" value="\$0"/>
Title IV-A Student Support and Academic Enrichment	<input type="text" value="\$0"/>
Total	<input type="text" value="\$0"/>

Program	Total amount of funds transferred TO eligible program
Title I-A Improving Basic Programs	<input type="text" value="\$0"/>
Title I-C Education of Migratory Children	<input type="text" value="\$0"/>
Title I-D Neglected and Delinquent	<input type="text" value="\$0"/>
Title II-A Supporting Effective Instruction	<input type="text" value="\$0"/>
Title III-A English Language Acquisition	<input type="text" value="\$0"/>
Title IV-A Student Support and Academic Enrichment	<input type="text" value="\$0"/>
Title V-B Rural Education Program	<input type="text" value="\$0"/>
Total	<input type="text" value="\$0"/>

Comments:

Note: There is also an Alternative Fund Use Authority (AFUA) assurance for LEAs eligible for Title V-B Small Rural School Achievement (SRSA) grants. This is NOT V-A transferability.

AFUA allows Title V-B SRSA eligible LEAs to use Title II-A or IV-A funds for allowable activities under Title I-A, Title II-A, Title III, and/or Title IV-A or B. Mark the AFUA assurance as “Yes” ONLY if using funds under Title II-A or IV-A funds for allowable activities under Title I-A, Title II-A, Title

III, and/or Title IV-A or B. If using Title V-A Transferability, mark AFUA as “No”. (Also, if using II-A and IV-A funds for II-A and IV-A allowable activities respectfully, mark AFUA as “No”).

SubmitAssurancesFiles

Print Preview

Date Assured: 6/28/2023 12:12:34 AM

Date Submitted: 12/19/2023 1:35:17 PM

Assured By: stiegs@nezpercesd.us

Submitted By: mstapleton@nezpercesd.us

Alternative Fund Use Authority

This assurance is due no later than June 30th of each year.

The LEA is Title V-B Small Rural School Achievement (SRSA) eligible and intends to use Title II-A or IV-A funds for allowable activities under Title I-A, Title II-A, Title III, and/or Title IV-A or B as a part of Alternative Fund Use Authority (AFUA).

ESEA Section 5211, 20 USC 7345

☐ Yes
☒ No

The salaries and benefits section is for positions funded by Title V-B RLIS funds.

Note: This section should also include any individuals who are performing duties considered as Administrative Costs for Title V-B RLIS.

IFARMS Code	Description	Year
100	Salaries <i>Required:</i> <i>Upload FTE File on Supporting Documents tab</i>	Amount: <div>\$0</div> Description: <div></div>
200	Employee Benefits	Amount: <div>\$0</div> Description: <div></div>

Purchased services include costs for services that the LEA has purchased from a third-party vendor or consultant, including professional development presenters and resources. Any consultant travel expenses should be included under Purchased Services.

300	Purchased Services (non travel)	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
-----	---------------------------------------	---

Travel Expenses may include mileage reimbursement, car rental, flights, and shuttle services, lodging, per diem, etc. as applicable and allowable for staff members who are employed by the LEA. Any consultant travel expenses should be included under Purchased Services.

380	Travel Expense	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
-----	-------------------	---

Supplies and materials may include expenses such as those associated with providing professional development: books, training materials, binders, sticky notes, markers, etc. Food may only be provided if following specific Federal Programs food guidelines and allowances. Using Title II-A funds for food expenses is discouraged.

400	Supplies and Materials	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
-----	------------------------------	---

Capital objects is for equipment purchased with Title V-B RLIS funds over \$5,000.00. Any capital object expenditures pre-approved by the department.

500	Capital Objects	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
-----	--------------------	---

Indirect costs may be set-aside only if the LEA has an approved restricted indirect cost rate. LEAs with an approved rate will see the rate shown next to the 800 object code. The amount based on the Title II-A allocation is pre-populated in the II-A budget, so cannot be changed.

800	Indirect Cost Rate: %	Amount: <input type="text" value="\$0"/>
		Description: <input type="text"/>
Totals		<input type="text" value="\$0"/>

Enter any administrative costs below.

Note: These should include any amounts listed in salaries and/or benefits.

Administrative Costs	Amount: <input type="text" value="\$0"/>
	Description: <input type="text"/>

Evaluation

This tab will be used in submitting the evaluation for the prior school year. If the LEA received Title V-B funds in the prior school year this tab should be filled out prior to submitting for the current year.

Project/Use of Funds

Budget

Evaluation

Supporting Documents

Program Approval

Title V-B Rural Education Program for fiscal 2024-2025

KAMIAH JOINT DISTRICT (304)

Best viewed in 1280 X 1024 resolution.

Print Preview

Save

Warning: You have unsaved changes

Evaluation for 2023-2024

Program	Activities and Goals	Goal Evaluation
<input checked="" type="checkbox"/> Activities authorized under ESSA, Title I, Part A (Improving the Basic Programs Operated by LEAs; #84.010)	Activity Description: online that would not be otherwise available to students in Kamiah Schools Measureable Goals: Our measurable goal is to have 90% of students complete their online coursework.	Goals met: <input type="radio"/> Yes <input type="radio"/> No Evaluation: <div></div>

Supporting Documentation

Upload supporting documents for goals met. Examples include meeting sign-in sheets, professional development registrations, agendas, student data, etc. A Position and Stipend Supplement spreadsheet should be uploaded to the Submit/ Assurance page listing any individual paid salaries and/or benefits with Title V-B RLIS funds.

Project/Use of Funds
Budget
Evaluation
Supporting Documents
Program Approval

Title V-B Rural Education Program for fiscal 2024-2025

KAMIAH JOINT DISTRICT (304)

Best viewed in 1280 X 1024 resolution.

Print Preview

Save Warning: You have unsaved changes

FTE File

Upload an Excel file of FTE counts for your Title V-B program. Include school, job title, # of people, and # of FTEs. [Example](#)

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File:
Choose File
No file chosen

Upload
Note: maximum file size is 100MB

Files Uploaded

No files have been uploaded.

Other Files

Upload other files that support Title V-B programs in your district

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File:
Choose File
No file chosen

Upload
Note: maximum file size is 100MB

Files Uploaded

No files have been uploaded.

Program Approval

The state Title V-B Coordinator will review each LEA plan. The plan will either be Approved, or returned with Action Needed. These comments will be published in the CFSGA comments section.

Project/Use of Funds

Budget

Evaluation

Supporting Documents

Program Approval

Title V-B Rural Education Program for fiscal 2024-2025

KAMIAH JOINT DISTRICT (304)

Best viewed in 1280 X 1024 resolution.

Print Preview

Save

Warning: You have unsaved changes

Program Approvals

Title V-B

Program Approval for Title V-B

- ☐ Approved
☐ Action Needed

Comment:

SUBMISSION/ASSURANCE

Submission

If there are any remaining validation errors in any programs, those errors will be listed on this tab.

SubmitAssurancesTribal ConsultationFiles

Print Preview

Cannot submit due to the below errors

- Please attach a file containing your 427 GEPA Statement on the Files tab
- Please attach a file containing your Position and Stipend Supplement on the Files tab
- Please attach a file containing your signed Title VI Certification Letter on the Files tab

The below listed errors need to be corrected before your application can be submitted.

Note: if you have validation errors that have already been corrected, please revalidate the referenced page by clicking its Save button.

Title I-A

- Error: Action Plan - One or more items marked 'No' are missing comments
- Error: Allocation to Schools - Actual Allocation amount for [REDACTED] = 0; Program Type must be Not Serving
- Error: Allocation to Schools - Total amount allocated to schools (\$3) is not equal to total amount available to schools (\$158,742)
- Error: Budget - Regular budget amounts are missing required comments
- Error: Budget - Total budgeted amount (\$7,520) is not equal to total Allocation amount (\$158,742)
- Error: Certification - Missing
- Error: Homeless Education tab must be completed
- Error: Prior Year Expenditures tab must be completed
- Error: Total budget amount is not equal to total allocation amount

Title II-A

- Error: All questions on the Program Description tab must be answered
- Error: At least one Activity must be added on the Activities tab
- Error: Budget - Annual budget amounts are missing required comments
- Error: Certification missing
- Error: Prior Year Expenditures tab must be completed
- Error: Total budget amount is not equal to total allocation amount
- Error: Total budgeted amount (\$22) is not equal to total Allocation amount (\$28,891)

The error description will show both the program and exact tab containing the error to assist with troubleshooting. Once all errors have been cleared, the next step is the Assurance Tab.

SubmitAssurancesTribal ConsultationFiles

Print Preview

CERTIFICATION

Assurances on the Assurances tab must be read and acknowledged before the application can be submitted.

Once the assurances have been acknowledged, the message on the Submit tab changes to this:

Submit	Assurances	Tribal Consultation	Files
--------	------------	---------------------	-------

Print Preview

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in these Assurances and the Application is true and correct. I further certify that the district will comply with the Assurances required by the programs covered in the Application, that the governing body of the school district has duly authorized this document, and that I am legally authorized by the school district to sign and file this document.

Submit

Once the Submit button is pressed, the entire application is locked and made available to the Federal Programs staff at the SDE for review and/or approval.

Assurances

The Assurances tab contains all of the requirements to which federal fund recipients are subject. The LEA's leadership should be aware of these requirements before accepting federal funds through the CFSGA.

At the bottom of the page, the acknowledgement button has the following description:

Acknowledgment

☒ As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in these Assurances and the Application is true and correct. I further certify that the district will comply with the Assurances required by the programs covered in the Application, that the governing body of the school district has duly authorized this document, and that I am legally authorized by the school district to sign and file this document.

Without this acknowledgment, the application may not be submitted.

Tribal Consultation

Districts and Charters that receive funding under ESEA are encouraged to engage in Tribal Consultation prior to submitting the CFSGA if the following two conditions are true:

1. There is a Tribe located within the district/charter boundaries.
2. There are Native American students enrolled in the district/charter.

Districts and Charters that **have 50% or more of their total student enrollment identified as Native American, are required** to provide timely and meaningful consultation (preferably in a timely enough manner to allow for meaningful feedback) with Tribes on their CFSGA prior to submission.

Note: Any LEA with an enrollment of American Indian or Alaska native students that is not less than 50 percent of the total enrollment of the LEA is to participate in meaningful consultation with appointed tribal leaders or officials designated in writing by an Indian tribe for this consultation. Documentation of tribal consultation can be uploaded using the supporting document feature.

Process for determining Tribal Consultation:

1. Verify the total enrollment and percentage of Native American students for the current school year.
 - If Native American students make up **more than 50%** of the total enrollment for the current school year, consultation is required.
 - If Native American students make up **less than 50%** of the total enrollment for the current school year, consultation is recommended but not required.
2. Reach out to the local Tribal Education Agency in the District or Charter boundary to identify the appropriate officials designated for Tribal Consultation.
3. Conduct a meeting between the designated officials for the Tribe and the district and charter. The meeting agenda and notes should document the following:
 - a. Date of meeting
 - b. Participants, including the names of the designated tribal officials.
 - c. Topics addressed in the meeting
 - d. Feedback from the Tribe.
4. Request written feedback from the Tribe after the meeting that is signed by the designated tribal officials.
5. Upload both the (1) Agenda/Meeting Notes and (2) Signed Written Feedback to the CFSGA.

Submitting Consultation Files

A file upload box is available at the end of the Tribal Consultation Tab (shown below) for uploading supporting documentation.

Process for determining Tribal Consultation:

1. Verify the total enrollment and percentage of Native American students for the current school year.
If Native American students make up more than 50% of the total enrollment for the current school year, consultation is required.
If Native American students make up less than 50% of the total enrollment for the current school year, consultation is recommended but not required.
2. Reach out to the local Tribal Education Agency in your district or charter boundary to identify the appropriate officials designated for Tribal Consultation.
3. Conduct a meeting with the designated officials for the Tribe and your district and charter. The meeting agenda and notes should document the following:
 - a. Date of meeting
 - b. Participants, including the names of the designated tribal officials.
 - c. Topics addressed in the meeting
 - d. Feedback from the Tribe.
4. Request written feedback from the Tribe after the meeting that is signed by the designated tribal officials.
5. Upload both the (1) Agenda/Meeting Notes and (2) Signed Written Feedback to the CFSGA.

Please upload your Tribal Consultation Files

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: No file chosen

Note: maximum file size is 100MB

Files Uploaded

No files have been uploaded.

File Uploads

There are three files that must be uploaded to the Submit/ Assurance page: the GEPA 427 statement, the Position and Stipend Supplement, and the Title VI Certification Letter.

GEPA 427 statement

The LEA is required to upload a statement attesting how the six barriers to equitable access and participation to education identified in statute (gender, race, national origin, color, disability or age) for both students and staff are addressed by the district to the degree the barrier is applicable to the district.

Please upload a document containing your 427 GEPA Statement

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: No file chosen

Note: maximum file size is 100MB

Position and Stipend Supplement

If any amounts for Salaries and Benefits are entered into the budget tab of any of the program pages, then a Position and Stipend Supplement must be uploaded to this page.

The Position and Stipend Supplement template can be downloaded from the CFSGA by clicking the blue as shown here:

Please upload a document containing your [Position and Stipend Supplement](#)

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File:
No file chosen

Note: maximum file size is 100MB

This supplemental document exists to record two types of information: Position data and Stipend data.

The first tab of the excel sheet has printer-friendly instructions how to use the supplement, including how it should relate to the GRA and the CFSGA.

For the Position data, the form asks for the job titles, buildings and the portion of the employee's time that is spent working in each federal program.

Job Title	How many positions?	Worksite (Building)	Title I-A (251)	Other (Non-federal)
Title 1 Para	2	Star Example Elementary School	35	
Title 1 Para	1	Star Example Elementary School	20	
Title 1 Para	1	Star Example Elementary School	27	8
ESL Para	3	Star Example Elementary School		4
Instructional Coach	1	Example ES and Placeholder ES		20
Title 1 Para	2	Nova Example Elementary	35	

For Stipend data, the form asks for information about each stipend including who will be receiving it, what the purpose of the stipend will be, and what the amount per person will be.

Funding Program	How many Stipends will be issued?	Stipend Purpose	Position receiving	Stipend Amount	Total
Title II-A Supporting Effective Instruction (271)	10	Example	Teachers	\$ 1,000.00	\$ 10,000.00
Title II-A Supporting Effective Instruction (271)	4	Example	Principals/ Admin	\$ 1,500.00	\$ 6,000.00

Title VI Certification Letter

Starting in FY26, LEAs receiving federal funds must sign the Title IV certification each year. The certification must be re-done each year with a new date on the certification line. To download the certification, click the blue underlined text in the CFSGA, as shown below.

Please upload a signed copy of the [Title VI Certification Letter](#)

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File:

Choose File

 No file chosen

Upload

Note: maximum file size is 100MB

The document must be signed and dated by an authorized district representative (digitally or physically) then uploaded to the Submit and Assurance Tab.