

## Uniform Application for State Grant Assistance

Agency Completed Section		
1.	Type of Submission	<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application
2.	Type of Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation (i.e. multiple year grant) <input type="checkbox"/> Revision (modification to initial application)
3.	Date/Time Received by State <i>Completed by State Agency upon Receipt of Application</i>	
4.	Name of the Awarding State Agency	<b>Illinois State Board of Education</b>
5.	Catalog of State Financial Assistance (CSFA) Number	<b>586-44-2307</b>
6.	CSFA Title	<b>Title I - Migrant Education - Summer Migrant Education Program</b>
<b>Catalog of Federal Domestic Assistance (CFDA)</b> <input type="checkbox"/> Not applicable (No federal funding)		
7.	CFDA Number	<b>84.011</b>
8.	CFDA Title	<b>Migrant Education State Grant Program</b>
9.	CFDA Number	
10.	CFDA Title	
<b>Funding Opportunity Information</b>		
11.	Funding Opportunity Number	<b>24-4340-01</b>
12.	Funding Opportunity Title	<b>Title I - Migrant Education</b>
13.	Funding Opportunity Program Field	<b>Education</b>
<b>Competition Identification</b> <input checked="" type="checkbox"/> Not Applicable		
14.	Competition Identification Number	
15.	Competition Identification Title	

**Uniform Application for State Grant Assistance  
Illinois State Board of Education**

**Applicant Completed Section**

APPLICANT NAME (District Name and Number, if applicable)		REGION COUNTY DISTRICT TYPE CODE
16.	Legal Name (Name used for DUNS registration and grantee prequalification)	
17.	Common Name (DBA)	
18.	Employer/Taxpayer Identification Number (EIN, TIN)	
19.	Organizational DUNS Number	
20.	SAM CAGE Code	
21.	Business Address (Street, City, State, County, Zip Code + 4)	
<b>Applicant's Organizational Unit</b>		
22.	Department Name	
23.	Division Name	
<b>Applicant's Name and Contact Information for Person to be Contacted for <i>Program</i> Matters involving this Application</b>		
24.	First/Last Name	
25.	Suffix	
26.	Title	
27.	Organizational Affiliation	
28.	Telephone Number (Include Area Code)	
29.	Fax Number (Include Area Code)	
30.	E-Mail Address	
<b>Applicant's Name and Contact Information for Person to be Contacted for <i>Business/Administrative Office</i> Matters involving this Application</b>		
31.	First/Last Name	
32.	Suffix	
33.	Title	
34.	Organizational Affiliation	
35.	Telephone Number (Include Area Code)	
36.	Fax Number (Include Area Code)	
37.	E-Mail Address	

**Uniform Application for State Grant Assistance  
Illinois State Board of Education**

**Applicant Completed Section (Continued)**

**Areas Affected**

40.	Areas Affected by the Project (cities, counties, state-wide) <i>Add Attachments (e.g., maps), if needed</i>	
41.	Legislative and Congressional Districts of Applicant	
42.	Legislative and Congressional Districts of Program / Project <i>Attach an additional list, if needed</i>	

**Applicant's Project**

43.	Description Title of Applicant's Project <i>Text only for the title of the applicant's project.</i>	
44.	Proposed Project Term	Start Date: _____ End Date: _____
45.	Estimated Funding (Include all that apply)	<input type="checkbox"/> Amount Requested from the State: \$ _____ <input type="checkbox"/> Applicant Contribution (e.g., in kind, matching): \$ _____ <input type="checkbox"/> Local Contribution: \$ _____ <input type="checkbox"/> Other Source of Contribution: \$ _____ <input type="checkbox"/> Program Income: \$ _____ <input type="checkbox"/> Total Amount: \$ _____

**Applicant Certification:**

By signing this application, I certify (1) to the statements contained in the list of certifications\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001)

(\*) The list of certification and assurances, or an internet site where you may obtain this list is contained in the Notice of Funding Opportunity.

☐ I agree

**Authorized Representative**

46.	First/Last	
47.	Suffix	
48.	Title	
49.	Telephone Number (Include Area Code)	
50.	Fax Number (Include Area Code)	
51.	E-Mail Address	
53.	Signature of Authorized Representative	
54.	Date Signed	



## ATTACHMENT 2

## PROGRAM NARRATIVE

## A. 2024 SUMMER PROGRAM QUALITY NARRATIVE: PROGRAM OVERVIEW

- [illegible]

2. Summarize the key elements of the proposed summer project including recruiting, academic and support services, parent involvement, structured ancillary services and professional development activities, as applicable (may attach up to 2 additional pages). Provide a narrative for each recruiting region included in the proposal.

3. This page may be copied to provide this information for each site/itinerant program included in the application. Indicate the days of projected summer term activities.

Site/Itinerant Program: \_\_\_\_\_

Activity	Begin Date	End Date	Days of Operation					Daily Schedule (e.g., 8 am– 2 pm)
			M	T	W	TH	FR	
Project activity for staff including days to prepare for project								
Daytime Instructional Program								
Evening Instructional Program								
Structured Ancillary Service Program								

4. Enter below or attach a sample daily schedule for the proposed instructional, and if applicable, structured ancillary service programs.

[illegible]

## 2. PARENT INVOLVEMENT

\_\_\_\_ Applicant will operate a Migrant Education Program **during a full school year**, and will convene a migrant parent advisory group and conduct parent education activities and resources that focus on supporting their child's learning and promoting educational support at home.

\_\_\_\_ Applicant will operate a Migrant Education Program for **less than a full school year** and is not required to convene a migrant parent advisory group. Applicant will conduct parent education activities and resources that focus on supporting their child's learning and promoting educational support at home.

Parent Education Activities (all applicants)	
Projected Dates	Projected Focus

Parent Advisory Group Meetings (full school year programs)	
Projected Dates	Projected Focus

## 3. INTER- AND INTRA-STATE COORDINATION

Describe plans for inter- and intra-state coordination to facilitate the transfer of student records including how migratory student data will be collected and entered on MIS2000. (Response must be contained in the text box below.)



**C. MIGRANT EDUCATION PROGRAM OVERALL CAPACITY NARRATIVE (All Applicants)****1. CAPACITY TO DELIVER SERVICES**

Describe the capacity of the applicant to implement the proposed program. Include the experience and background of key staff, knowledge of and/or experience with migrant families and programs that serve migratory children, and the resources available to implement the proposed program (may attach up to one additional page).

**2. AVAILABILITY OF OTHER FUNDING**

List other funds available to provide services to migratory children/youth in the service area:

Funding Source	Programs/Services Available to Migratory Children	Summer (Mark X if available in the summer)
Title I, Part A		
Title III		
Other:		
Other:		
Other:		
Other:		

**3. COORDINATION**

Indicate how the program will coordinate with other state, local, or federal programs or services to address the identified needs of migratory students.

Name of Program/Funding Source	Type of Coordination (e.g., referrals, information sharing, joint recruiting, etc.)
Title I, Part A	
Title III	
McKinney Vento Homeless	
Migrant and Seasonal Head Start	
Nutrition Program	
Other:	
Other:	
Other:	
Other:	

**4. PRIVATE SCHOOLS**

Describe how the applicant consulted with appropriate private school officials before making any decision that affects the opportunities of eligible private school children to participate in the MEP project.

Multilingual Department  
100 North First Street  
Springfield, Illinois 62777-0001

FY 2024  
MIGRANT EDUCATION -  
BASIC STATE GRANT PROGRAM

## OBJECTIVES AND ACTIVITIES

Fiscal Year 2024 Summer Grant to Meet the Educational Needs of Migratory Children

### PART I - NUMBER OF MIGRATORY STUDENTS

1. Indicate the projected number of eligible migratory children and youth identified and the number who will participate in instructional and/or supportive services in a center-based school setting or a non-school setting by grade level. Eligible migratory children and youth have a Certificate of Eligibility prepared by a trained recruiter. Base the 2024 projected numbers on the actual count from 2023 or provide a justification for projections not based on the 2023 count.

PROJECTED MIGRANT CHILDREN	# BY AGES		# BY GRADES															TOTAL #
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- School	
Total Eligible																		
To be served in school setting																		
To be served in non-school setting																		

Provide a justification for any projections not based on the 2023 count.

2. Indicate the projected number of Priority for Service (PFS) migratory children and youth to be identified and served. Base the 2024 projected numbers on the actual count from 2023 or provide a justification for projections not based on the 2023 count.

### FY24 PROJECTED PRIORITY FOR SERVICE (PFS) MIGRATORY CHILDREN

Total # PFS Migratory Children	Total # PFS to be served

Provide a justification for any projections not based on the 2023 count.

## PART II - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES (continued)

This section includes the program areas that provide direct services to migratory children/youth as specified in the Service Delivery Plan: Reading/Language Arts, Mathematics, School Readiness, High School Graduation, Out of School Youth, Identification and Recruiting and Ancillary and Support Services. Each program area incorporates the Measurable Program Outcomes and Strategies that the successful applicant will implement.

Check the box to indicate each program area that will be offered. For each program area to be provided:

- Indicate the number of migratory children/youth who will be served.
- Provide specific, quantified statements of the need for the proposed services based on the characteristics of the migratory child/youth population.
- Check all that apply. Required activities are already checked

## 1. READING/LANGUAGE ARTS

Check if providing these services ☐

Number of Students to be Served: \_\_\_\_\_

## Local Reading/Language Arts Needs Assessment Data:

Example: 12 of the 20 MEP students are behind in reading on informal reading inventories. (Response must be contained in the text box below.)

## Measurable Program Outcomes (MPOs)

1A. MPO: Migratory students in grades K-8 participating in the MEP summer program reading/ literacy instructional services for at least 3 weeks will demonstrate above average performance or one level gain in reading/literacy skills as measured between pre- and post-test using an appropriate performance-based reading/literacy assessment.

- Students who are identified as Emerging Readers will demonstrate a gain on an assessment as determined by the state MEP.
- Students who are identified as Beginning Readers through 5<sup>th</sup> Grade will demonstrate a gain on an assessment as determined by the state MEP.
- Students in grades 6-8 will demonstrate a gain on an assessment as determined by the state MEP.

## Strategies to be implemented to attain MPO

- ✓ 1.1 Provide culturally and linguistically relevant instruction through systems designed to provide access to migratory students including:
  - ☐ Center-based instruction
  - ☐ Home-based instruction
  - ☐ Individual tutoring
- 1.2 Use formative and summative assessment results to guide reading/literacy instruction
- ✓ 1.3 Provide evidence-based strategies, curricula, and practices
- ✓ 1.4 Incorporate biliteracy and/or ESL strategies
- ✓ 1.5 Create opportunities for teachers to become familiar with migratory students' linguistic and academic needs and strengths and to ensure these are present during instruction.

1B. MPO: The percent of identified migratory children in grades K-12 who participate in MEP instructional services will increase to 44%.

## Strategies to be implemented to attain MPO

- ✓ 1.6 Incorporate culturally and linguistically relevant engagement and enrichment activities into programming to encourage student attendance and provide experiences students might not otherwise have, through:
  - Developing a socially and emotionally safe learning environment for migratory students.
  - Incorporate ELA in enrichment activities.
  - Providing academic field trips.
  - Incorporating project-based learning with technology.

## PART II - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES (continued)

## 2. MATHEMATICS

Check if providing these services ☐

Number of Students to be Served \_\_\_\_\_

**Local Mathematics Needs Assessment Data:**

Example: 15 MEP students did not meet standards on the annual state assessment in math. (Response must be contained in the text box below.)

**Measurable Program Outcomes (MPOs)**

2A. MPO: Migratory students in grades K-8 participating in the MEP summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.

**Strategies to be implemented to attain MPO: Check all that apply. Required activities are already checked.**

- ✓ 2.1 Provide culturally and linguistically relevant instruction through systems designed to provide access to migratory students including:
  - ☐ Center-based instruction
  - ☐ Home-based instruction
  - ☐ Individual tutoring
- ✓ 2.2 Use formative and summative assessment results to guide math instruction
- ✓ 2.3 Provide evidence-based strategies, curricula, and practices
- ✓ 2.4 Incorporate biliteracy and/or ESL strategies
- ✓ 2.5 Create opportunities for teachers to become familiar with migratory students' linguistic and academic needs and strengths and to ensure these are present during instruction.

2B. MPO: The percent of identified migratory children in grades K-12 who participate in MEP instructional services will increase to 44%.

**Strategies to be implemented to attain MPO: Required activities are already checked**

- ✓ 2.6 Incorporate culturally and linguistically relevant engagement and enrichment activities into programming to encourage student attendance and provide experiences students might not otherwise have, through:
  - Developing a socially and emotionally safe learning environment for migratory students.
  - Incorporate math skills in enrichment activities.
  - Providing academic field trips.
  - Incorporating project-based learning with technology.

## PART II - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES (continued)

**3. SCHOOL READINESS**Check if providing these services ☐**Number of Students To Be Served:** \_\_\_\_\_**Local Needs Assessment Data:**

Example: 10 of 15 MEP children between the ages of 3 and 5 are English learners. (Response must be contained in the text box below.)

**Measurable Program Outcomes (MPOs)**

3A. MPO: By the end of the reporting period, 80% of preschool migratory children participating for at least 3 weeks in summer school programs will show a gain of 3.0 points in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the Illinois MEP Early Childhood Education (ECE) Assessment.

3B. MPO: By the end of the reporting period, 80% of all preschool migratory children participating for at least 3 weeks in summer school programs will show a gain of 3.0 points on the Counting subtest of the Illinois MEP ECE Assessment.

**Strategies to be implemented to attain MPOs: Required activities are already checked**

- ✓ 3.1 Provide culturally and linguistically relevant early math development opportunities for migratory children ages 3-5 who have not yet entered kindergarten, including collaborating with other agencies that provide services to migratory children, if available.
- ✓ 3.2 Ensure instructors are familiar with migratory children's linguistic and academic needs and strengths and ensure that needs/strengths as related to early math skills are addressed during instruction.
- ✓ 3.3 Model early reading/literacy teaching and learning strategies for families in the home and/or center-based early childhood education programs, including collaborating with other agencies that provide services to migratory children, if available.
- ✓ 3.4 Develop systems to provide access to preschool programs for migratory children including information and support for families to meet enrollment procedures and paperwork requirements.

## PART II - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES (continued)

**4. HIGH SCHOOL GRADUATION**Check if providing these services ☐

Number of students to be served \_\_\_\_\_

**Local Needs Assessment Data:**

Example: 10 MEP secondary-age youth failed one subject in the previous school year. (Response must be contained in the text box below.)

**Measurable Program Outcomes (MPOs)**

4A. MPO: 35% of 9<sup>th</sup> – 11<sup>th</sup> grade students who are migrant-eligible will participate in the summer programs

4B. MPO: 75% of secondary-aged migratory students (those attending a field-based program and those in a center-based program for a sufficient amount of time to show progress [about 3 weeks in summer]) will make progress toward instructional/learning goals identified on their Secondary Student Services Plan.

**Strategies to be implemented to attain MPO: Required activities are already checked.**

- ✓ 4.1 Provide and communicate differentiated learning opportunities, in person and online using culturally and linguistically sustaining approaches to improve attendance, academic achievement and college and career readiness for secondary-aged students (grades 6 and up). Examples of activities include credit accrual; academic skill building; ESL instruction; life skills instruction; high school equivalency preparation; test preparation; enrichment strategies; and supplemental credit accrual opportunities through distance education, credit-by-exam, and other methods that meet the needs of students and align with graduation plans.

## PART II - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES (continued)

**5. OUT OF SCHOOL YOUTH (OSY) ACHIEVEMENT**Check if providing these services ☐

Number of students to be served \_\_\_\_\_

**Local Needs Assessment Data:**

Example: 10 MEP out of school youth requested educational opportunities in their OSY profile. (Response must be contained in the text box below.)

**Measurable Program Outcomes (MPOs)**

5A. MPO: 70% of migratory OSY engaged in instructional services for a sufficient amount of time to show progress (typically 3 weeks) will make measurable progress toward the instructional/learning goals identified on their Secondary Student Service Plan.

5B. MPO: 70% of the OSY who completed OSY lessons during the summer will gain 5% on curriculum-based lesson assessments.

5C. MPO: The percentage of OSY identified who participate in instructional services will increase to 63%.

**Strategies to be implemented to attain MPO: Required activities are already checked**

- ✓ 5.1 Provide instruction to migratory OSY who have been in the U.S. school system to:
  - improve engagement
  - develop English and home language skills
  - learn life skills
  - access career exploration opportunities
  - engage in goal setting
  - start on pathways toward GED/HSED, high school reenrollment, or adult basic education
  - provide educational resources and materials for skills development.
- ✓ 5.2 Provide differentiated learning opportunities that may include:
  - Educational field trips
  - Experiential learning
  - Short, Targeted and Timely (STAT) lessons
  - Learning plan development
  - Mini-English lessons, and
  - Other instruction designed to improve recently arrived OSY participation and knowledge acquisition



## PART II - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES (continued)

## 6. IDENTIFICATION &amp; RECRUITMENT (ID &amp; R)

☐ Check if providing these services☐ Check if coordinating with another project for recruiting

The State is responsible for the identification and recruitment of all migratory children in the state. (Response must be contained in the text box below.)

List Communities within Recruitment Area	Estimated # of Families

**Measureable Program Outcomes (Objectives):**

6A. MPO: At least 90% of migrant recruiters and reviewers will report on a survey that MEP-sponsored ID&R training has helped them to more effectively identify and recruit eligible children, make appropriate eligibility determinations and properly document them.

6B. MPO: The results of the re-interview processes included in the State and Local Quality Control Plans will confirm the eligibility determinations made for all migratory children sampled.

**Strategies/Activities to Meet Objectives** (Check all that apply. NOTE: Required activities already have been checked.)

- ✓ 6-1 Conduct active outreach in target areas to identify and recruit migratory children by contacting employers, schools, community organizations, housing and other local sites frequented by migratory families.
- ✓ 6-2 Obtain current information on the recruitment area's agricultural and fishing activities and determine locations and arrival/departure dates of migratory labor.
- ✓ 6-3 Document and maintain an updated ID&R referral network of employers, schools, churches, Farm Bureaus, community and state agencies, housing and local sites frequented by migratory families.
- ✓ 6-4 Utilize MIS 2000 and MSIX reports and other available data sources to assist in the identification and recruitment of eligible children and to track their eligibility.
- ✓ 6-5 Share information about locations of eligible children through intra/interstate coordination.
- ✓ 6-6 Require that all recruiters complete annual state migrant recruiter training, receive a copy of the State Identification and Recruitment Manual and attend relevant ID&R sessions at the annual Statewide MEP Workshop.
- ✓ 6-7 Implement a local quality control plan approved by ISBE to put in place controls to ensure that accurate and complete eligibility determinations are made.
- ✓ 6-8 Follow state procedures, requirements and timelines for identifying migratory children, documenting their eligibility on the Certificate of Eligibility (COE) and entering eligibility information in the MIS 2000. (Refer to Requirements and Timelines: MIS 2000 and ID&R Data Flow.)
- ✓ 6-9 Utilize only COE reviewers who have completed state training.
- ✓ 6-10 Maintain regular communication with the State ID&R Coordinator regarding migrant arrivals, departures, determinations, quality control, and other ID&R components.

☐ 6-11 Other: \_\_\_\_\_

☐ 6-12 Other: \_\_\_\_\_

## PART II - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES (continued)

**7. ANCILLARY AND SUPPORT SERVICES**Check if providing these services ☐

Number of students to be served \_\_\_\_\_

**Local Needs Assessment Data:**

Example: 10 migratory children required school physicals to enroll in school in the fall. (Response must be contained in the text box below.)

**Measurable Program Outcomes (MPOs)**

7A MPO: As a result of MEP coordination/collaboration activities provided, 80% of migratory parents who engage in parent activities and complete the parent survey will report that they received information about support and academic services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources for their children.

**Strategies to be implemented to attain MPO:**

- ✓ 7.1 Coordinate and collaborate with public and private programs and agencies to provide needed support services (medical, dental, mental health, disability services, vision services, and nutrition assistance) and build trust with migratory families. Coordinate access to mental health/social emotional wellness (e.g., CHP and other mental health care providers) to increase student and family knowledge of support services and community resources.

7B MPO: As a result of MEP-sponsored parent engagement activities provided, 80% of migratory parents participating in the activities will report satisfactory ability to support their child's success in school as measured on the parent engagement survey.

**Strategies to be implemented to attain MPO:**

- ✓ 7.2 Provide MEP-sponsored family development on how to help support children's school readiness, reading/literacy and math success in school, high school graduation, GED, post-secondary opportunities, and/or career goals. Build trust, include parents in program planning, and communicate about the importance of education and benefits of programming including family empowerment.

7C MPO: The percent of identified migratory children (ages 3-21) who receive needs-based support services will increase to 62%.

**Strategies to be implemented to attain MPO:**

- ✓ 7.3 Provide necessary support services including educational resources, materials, and supplies, and appropriate activities that promote educational support at home.

☐ Initial Budget
 ☐ Amendment (No. \_\_\_\_\_)
   
☐ Revised Initial Budget
 ☐ Multidistrict Application

FISCAL YEAR <b>24</b>	SOURCE OF FUNDS CODE <b>4340-01</b>	REGION, COUNTY, DISTRICT, TYPE CODE	SUBMISSION DATE (mm/dd/yyyy)
APPLICANT NAME (District Name and Number, if applicable)			
CONTACT PERSON		TELEPHONE NUMBER (Include Area Code)	
E-MAIL ADDRESS		FAX NUMBER (Include Area Code)	

**ILLINOIS STATE BOARD OF EDUCATION**  
 Multilingual Department  
 Title I - Migrant Education Program

**FY 2024 SUMMER  
 MIGRANT EDUCATION PROGRAM  
 Budget Summary**

**Use whole dollars only. Omit Dollar Signs,  
 Commas and Decimal Places, e.g., 2536**

**ATTACHMENT 4**

<b>ISBE USE ONLY</b>	Please check: <input type="checkbox"/> COMPLETED Notice of State Award (NOSA) <input type="checkbox"/> COMPLETED Uniform Grant Agreement (UGA)	
	PROGRAM APPROVAL DATE AND INITIALS	
	TOTAL FUNDS	
	CARRYOVER FUNDS	CURRENT FUNDS
	BEGIN DATE	END DATE <b>8/31/24</b>

**Directions:** Prior to preparing this Budget Summary request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements and Procedures" handbook that can be accessed at [www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbk.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf). Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

LINE	FUNCTION NUMBER 1	EXPENDITURE ACCOUNT 2	SALARIES 3	EMPLOYEE BENEFITS 4	PURCHASED SERVICES 5	SUPPLIES AND MATERIALS 6	CAPITAL OUTLAY 7	OTHER OBJECTS 8	NON-CAPITALIZED EQUIPMENT 9	TOTAL 11
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
1	1000	Instruction								
2	2110	Attendance & Social Work Services								
3	2120	Guidance Services								
4	2130	Health Services								
7	2210	Improvement of Instruction Services								
8	2220	Educational Media Services								
9	2230	Assessment and Testing								
10	2300	General Administration								
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
17	2560	Food Services								
22	2640	Staff Services*								
24	2900	Other Support Services								
25	3000	Community Services								
27	4000	Payments to Other Governmental Units								
29	Total Direct Costs									
30	Approved Indirect Costs x _____ %*									
31	TOTAL BUDGET									

\* Contact the GATA Department for indirect cost restrictions.

\_\_\_\_\_ Date

\_\_\_\_\_ **Original** Signature of Administrator

\_\_\_\_\_ Date

\_\_\_\_\_ **Original** Signature of Department Administrator  
English Language Learning

TITLE I MIGRANT EDUCATION PROGRAM FISCAL YEAR BUDGET BREAKDOWN

A. EXPENDITURE ACCOUNTS  
Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Use additional pages as needed.

FUNCTION NUMBER (1)	OBJECT NUMBER (2)	ITEMIZATION (3)	TOTAL (4)

**TITLE I MIGRANT EDUCATION PROGRAM FISCAL YEAR BUDGET BREAKDOWN**
**B. PROGRAM STAFF**
**STAFF ASSIGNMENTS INCLUDED IN TITLE I MIGRANT BUDGET**

		SUMMER TERM	
		TOTAL NUMBER OF PERSONNEL (2)	FULL-TIME EQUIVALENT (3)
(1)			
1.	Teachers - Preschool		
2.	Teachers - Kindergarten		
3.	Teachers - Elementary		
4.	Teachers - Secondary		
5.	Administrators (non-clerical)		
6.	Paraprofessionals		
7.	Staff providing support services (clerical)		
8.	Recruiters		
9.	Data Entry Specialist (Records Clerks)		
10.	Counselors		
11.	Parent Liaisons		
12.	Other (specify):		
	<b>TOTALS</b>		