



100 North First Street
Springfield, Illinois 62777-0001

**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	Illinois State Board of Education
5.	Catalog of State Financial Assistance (CSFA) Number	586-44-2307
6.	CSFA Title	Title I - Migrant Education
Catalog of Federal Domestic Assistance (CFDA) <input type="checkbox"/> Not applicable (No federal funding)		
7.	CFDA Number	84.011
8.	CFDA Title	Migrant Education - Basic State Grant Program
9.	CFDA Number	
10.	CFDA Title	
Funding Opportunity Information		
11.	Funding Opportunity Number	25-4340-01
12.	Funding Opportunity Title	FY25 Summer Migrant Education Program Grant
13.	Funding Opportunity Program Field	Multilingual/Language Development Department
Competition Identification <input 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
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16.	Legal Name (Name used for UEI registration and grantee prequalification)	
17.	Common Name (DBA)	
18.	Employer/Taxpayer Identification Number (EIN, TIN)	
19.	Organizational UEI Number	
20.	SAM CAGE Code	
21.	Business Address (Street, City, State, County, ZIP Code + 4)	

Applicant's Organizational Unit

22.	Department Name	
23.	Division Name	

Applicant's Name and Contact Information for Person to be Contacted for *Program* Matters involving this Application

24.	First/Last Name	
25.	Suffix	
26.	Title	
27.	Organizational Affiliation	
28.	Telephone Number <i>(Include Area Code)</i>	
29.	Fax Number <i>(Include Area Code)</i>	
30.	Email Address	

Applicant's Name and Contact Information for Person to be Contacted for *Business/Administrative Office* Matters involving this Application

31.	First/Last Name	
32.	Suffix	
33.	Title	
34.	Organizational Affiliation	
35.	Telephone Number <i>(Include Area Code)</i>	
36.	Fax Number <i>(Include Area Code)</i>	
37.	Email 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 <i>(Include all that apply)</i>	<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 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)

I agree

Authorized Representative

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

- Summarize the key elements of the proposed summer project including academic and support services, parent involvement, structured ancillary services and professional development activities, as applicable (may attach up to 2 additional pages).

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

Site/Itinerant Program: _____

Activity	Begin Date	End Date	Days of Operation					Daily Schedule (e.g., 2 – 4pm)
			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								

- Attach a sample daily schedule for the proposed instructional and/or structured ancillary service programs.

B. MIGRANT EDUCATION PROGRAM OVERALL PROGRAM QUALITY NARRATIVE: PROGRAM COMPONENTS

1. SERVICE PROVISION

a) PROPOSED REGION

Describe proposed instructional and/or supportive service region. What counties will be included? Explain how applicant will coordinate staff in the service area to effectively connect with migratory children and families to provide educational and/or support services (may attach up to one additional page).

b) OUTREACH STRATEGIES

Describe outreach strategies that may be employed to ensure eligible migratory children will participate and continue participation in MEP instructional and/or supportive services.

Strategy	Person(s) Responsible for Implementing

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 MIS 2000. (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	(Mark X if available during the regular year)
Title I, Part A	
Title III	
Other:	
Other:	
Other:	
Other:	

3. COORDINATION

Indicate other state, local and federal programs that proposed project would coordinate with other existing programs and 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 / Language Development Department
 100 North First Street
 Springfield, Illinois 62777-0001

**FY 2025
 MIGRANT EDUCATION -
 BASIC STATE GRANT PROGRAM**

OBJECTIVES AND ACTIVITIES

Fiscal Year 2025 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 FY 2025 projected numbers on the actual count from FY 2024 or provide a justification for projections not based on the FY 2024 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 FY 2024 count.

2. Indicate the projected number of Priority for Service (PFS) migratory children and youth to be identified and served. Base the 2025 projected numbers on the actual count from FY 2024 or provide a justification for projections not based on the 2024 count.

FY25 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 FY 2024 count.

PART II - MIGRANT EDUCATION PROGRAM DESIGN AND SERVICES

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 Achievement, 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

- 1A. MPO: By the end of the reporting period, migratory students in grades K-8 participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.

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. 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 and math skill 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.)

Measureable Program Outcomes (MPOs)

- 2A. MPO: By the end of the reporting period, migratory students in grades K-8 participating in a 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 ELA and math skill in enrichment activities.
 - Providing academic field trips.
 - Incorporating project-based learning with technology.

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.)

Measureable Program Outcomes (MPOs)

- 3A. MPO: By the end of the reporting period, 75% 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, 75% 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.

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

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

- ✓ 3.1 Provide culturally and linguistically relevant early literacy 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 as related to early literacy and math skills and ensure that needs/strengths are addressed during instruction.

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.)

Measureable Program Outcomes (MPOs)

- 4A. MPO: By the end of summer reporting period, the percentage of eligible migratory students in grades 9-11 who participate in summer programs will increase to 35%.
- 4B. MPO: By the end of summer reporting period, 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.

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.)

Measureable Program Outcomes (MPOs)

- 5A. MPO: 70% of the OSY who completed OSY lessons during the regular year or summer will gain 5% on curriculum-based lesson assessments.
- 5B. MPO: The percentage of OSY identified who participate in instructional services will increase to 50%.

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

- ✓ 5.1 Provide differentiated learning opportunities that may include:
 - Educational field trips
 - Experiential learning
 - 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 & RECRUITMENT (ID & R)

Check if providing these services

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 Service Area	Estimated # of Families

Identification and recruiting of migratory families is important to all levels of the MEP and are encouraged to provide input regarding where families are located. The major ID & R responsibilities are with Illinois Migrant Education Services - Northern Illinois University (IMES-NIU). Local programs will communicate and coordinate with IMES-NIU regarding ID & R. Please provide a communication plan in the space below that describes and demonstrates the coordination between the local project and the central recruiting office in as much detail as possible. Please include tasks, roles, frequency, and a timeline to illustrate the collaborative relationship between the two. Explain how the applicant will coordinate with the state recruiting personnel to ensure that all eligible migratory students who are identified are connected with service provision (may attach up to one additional page).

The local program may employ data entry specialists who are trained by IMES-NIU to improve the connection with the state recruiters and provide reports to local program leaders. If the grantee/program desires to employ a local recruiter, the position will be funded with the local grantee/program's allotment. The grantee must first establish instructional support services to meet the needs of the students found in the designated service area before using funding to supplement recruiting. If program personnel are 'cross-trained', the primary function for individual is the provision of supplemental instructional support services by that person.

For example, a teacher trained as a recruiter has the main responsibility of that as a teacher. Any individual funded directly by the grantee/program allotment who is trained as a recruiter and it is their primary function will abide by the same training and responsibilities as regional recruiters who are managed by the state ID & R coordinator and state recruiter who are with IMES-NIU. This includes, but is not limited to: participating in annual and follow-up training, attending other meetings related to recruiting, receiving technical assistance, and responding to direction from the state ID& R coordinator regarding the location of families to recruit . Local programs must also evaluate their recruiters to the same standards as IMES-NIU recruiters and may be subject to a collaborative evaluation with IMES-NIU.

Measureable Program Outcomes (Objectives):

- 6A. 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. The results of the state re-interview processes included in the Illinois State Quality Control Plan and 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 state assigned COE reviewers.
- 6-10 Maintain regular communication with the State ID&R Coordinator regarding migrant arrivals, departures,
- 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) and strategies to be implemented.

- 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., 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

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

ATTACHMENT 4

FISCAL YEAR 25	SOURCE OF FUNDS CODE 4340-01	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)	

**FY 2025 SUMMER
 MIGRANT EDUCATION PROGRAM
 Budget Summary**

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

ISBE USE ONLY	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 8/31/25

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. 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 Superintendent or 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

(1)		REGULAR TERM	
		TOTAL NUMBER OF PERSONNEL (2)	FULL-TIME EQUIVALENT (3)
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 (After Instructional services)		
9.	Data Entry Specialist (Records Clerks)		
10.	Counselors		
11.	Parent Liaisons		
12.	Other (specify) Technical SCR, Guards		
	TOTALS		

All funding that is awarded to local programs will be allocated for instructional and support services for migratory children. ISBE has removed the recruiting requirement from local programs.