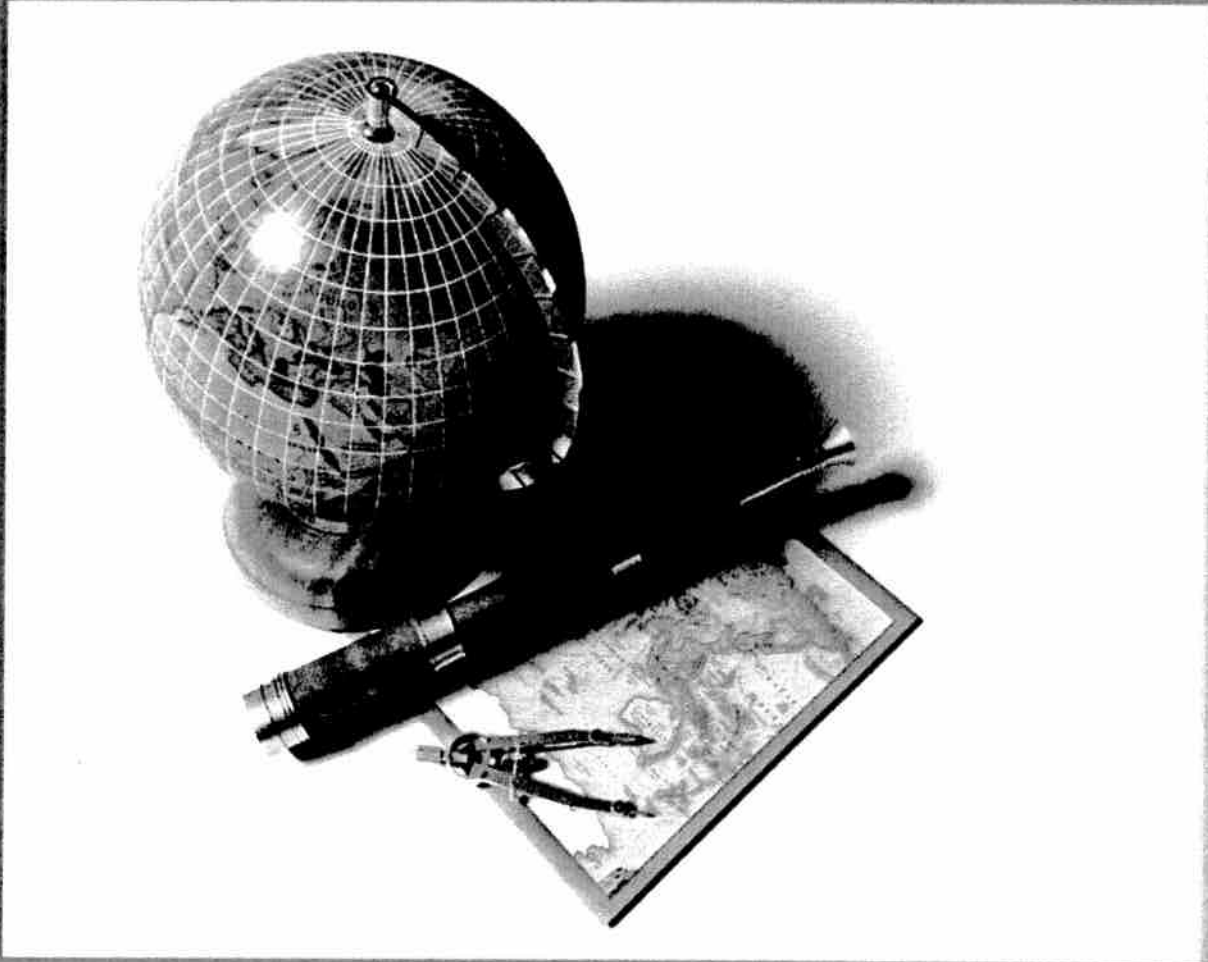
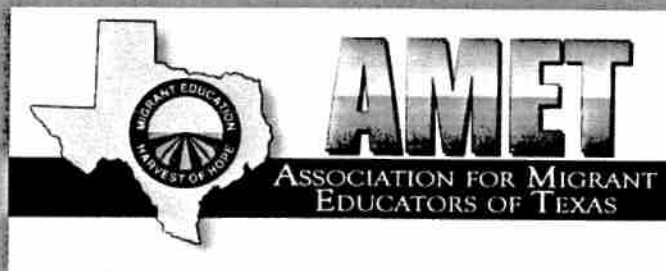


Panel Discussion on Shared Services Arrangement (SSA)



**Presented by Alexandra Dominguez (ESC 20)
Rachel Morales (ESC 20) and Linda Aranda (ESC 6)
at Association of Migrant Educators of Texas (AMET)
Annual Conference:
"Charting the Course with a Focus on Migrant Children"
November 10, 2011**



Panel Discussion on Shared Services Arrangement (SSA)

Presenters: Alex Dominguez, Migrant Educational Specialist, ESC 20; Rachel Morales, Migrant Educational Specialist, ESC 20; and Linda Aranda, Migrant/NGS Specialist, ESC 6

What does a Shared Services Arrangement look like? How do other Service Centers handle meeting certain state and federal requirements? Join us in a roundtable discussion that will answer those questions for you. This session is open to SSA veterans and new comers, ESC and district personnel who may be looking at creating or joining an SSA. Topics of discussion will include: PFS student services, Migrant Education Program evaluations, summer programs, data collection for NGS deadlines, recruitment strategies, serving preschool age students with Building Bridges and Out-of-School Youth, and fiscal concerns.

**Title I, Part C – Migrant
Contract: Flow-through Funds
School Year 2010-2011**

Contract No. 420-#-##

Special Terms and Conditions

Program Name: Title I, Part C – Migrant Education

Fund Code: 301

Flow-Through Funds: \$

Program Period: July 1, 2010 through June 30, 2011

Purpose of Program/Program Goal: Title I, Part C provides supplemental resources to local education agencies to help ensure migrant children succeed in the regular school program, meet the challenging State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school.

Program Evaluation: The district will submit all program evaluation forms and data required for the evaluation portion of the Title I, Part C.

Special Instructions:

Carry-over of these funds is not permitted.

Budget amounts as approved in this document are to carry out activities identified in the Title I, Part C.

Funds will be distributed to the local district on the same basis as they are received by Education Service Center, Region 20 from the Texas Education Agency. The full amount of the flow-through funds will be sent to the local district upon execution of this contract, provided that ESC-20 has received funds from TEA. If the district has received advances greater than the expenditures reported on the final expenditure report, a refund check must accompany the report.

Time and Effort Record Keeping: For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by the LEA that will confirm that services provided within each funding source. The LEA must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.

**A final expenditure report must be submitted electronically through the
Region 20 Grant Electronic System by July 7, 2010.**

ESC-20 Contact Person: Paula Renken, (210) 370-5684 or paula.renken@esc20.net.

**Title I, Part C – Migrant
Contract: Flow-through Funds
School Year 2010-2011**

Contract No. 420-#-##

SCHEDULE #1 – Budget Summary

Line No.	Object Description	Class/ Object	Title II, Part A
01	Payroll Costs	6100	\$
02	Purchased and Contracted Services	6200	\$
03	Supplies/Materials	6300	\$
04	Other Operating Expenses	6400	\$
05	Total Costs (Sum of lines 1-4)		\$

SCHEDULE #2 – Payroll Costs

Line No.		Number of Staff
01		
02		
03		
04		
05		
06		
07		
08		
09		
10	Total Staff	

Services Districts Provide

June 26, 2011



To whom it may concern:

The Migrant Education Program (MEP) at ESC, Region 20 serves qualifying migrant children between the ages of 3 to 22 years with supplemental academic and social services in their areas of need.

In order to better provide for the children of your migrant families, we need to know if your district routinely provides clothing and school supplies to students in need.

Please check the appropriate line below to indicate if this is a service that your district can provide. *Note: The ESC, Region 20 MEP can only provide supplemental services when the district does not provide the service for other non-migrant students.*

Yes, we can directly provide this service for children.

Children are able to receive school supplies.

Children are able to receive the size they need for the following items:

Outerwear

Uniform

Shoes

Undergarments

Other (please describe): _____

Yes, we can provide this service for the children by referring their family to the following organization:

Organization name: _____

Phone number: _____

Address: _____

Children are able to receive the following from this organization:

No, we cannot provide this service nor is there a community agency we can refer this family to.

Upon completion, **please sign and date at the bottom of this page and fax a copy to our office at 210-370-5744 by July 11, 2011.** Thank you for your attention to this matter and for assisting ESC, Region 20 in serving your migrant students.

Rachel Morales
Educational Specialist
ESC Region 20
Migrant Education Program
(210) 370-5426 FAX : (210)370-5744
rachel.morales@esc20.net

Signature of District Representative Completing Form District

Printed Name of District Representative

Title Date

Title I, Part C - Migrant - Shared Services Arrangement (SSA) Contract

The purpose of the Migrant Education Program (MEP) is to provide LEAs with leadership, professional development, and technical assistance so that migratory students will meet state content and performance standards; and graduation requirements.

It is the responsibility of the Education Service Center (ESC) to provide:

- **Leadership and direction through:**
 - Capacity as fiscal agent of the SSA
 - Preparation and submission of the NCLB application and amendments
 - Preparation and submission of quarterly and summary financial reports and end of year program compliance reports
 - Compliance monitoring and performance reporting
- **Professional Development and Technical Assistance in:**
 - Identification and Recruitment (ID&R) of eligible migrant students and families
 - New Generation System (NGS) and Migrant Student Information Exchange (MSIX)
 - Planning, implementing, and evaluating migrant education programs
 - Program description and curriculum for migrant-funded summer school programs
 - Program requirements such as service delivery plan, priority for services, early childhood education, graduation enhancement, secondary credit and accrual processes, migrant services coordination and parental involvement.
 - Data quality control of migrant-specific components of the district PEIMS, NGS, and Certificates of Eligibility (COE)
 - RIF Program participation including the ordering and distribution of books; and program data collection for State reporting purposes
 - Assistance with Performance Based Monitoring in specific program compliance issues

It is the responsibility of member districts to:

- Supervise and evaluate migrant-funded personnel
- Ensure that all migrant-funded instructional staff hired with flow through funds meet highly qualified standards according to guidelines of NCLB
- Supervise the district migrant education program for services to migrant students enrolled in school, 3-5 year old non-enrollees, and out of school youth
- Evaluate the district migrant education program annually by completing State-issued evaluation

survey and local comprehensive needs assessment

- Submit NCLB application and compliance information to ESC VI in a timely manner
- Maintain and submit appropriate fiscal and program records as required
- Maintain data integrity for migrant-specific components of PEIMS data and NGS for identified migrant students to ensure consistency of data
- Implement and monitor the "Identification and Recruitment" plan of action in the district
- Implement and monitor the "Priority for Services" plan of action to ensure the academic progress of identified migrant students
- Establish and maintain contact with private non-profit schools in the district's attendance area as well as ongoing consultation.
- Provide ESC VI all private non-profit information pertaining to services, application data, and required Private Non-Profit Affirmation to be sent to TEA.
- Develop and implement an ID & R network by coordinating with local organizations and agencies that provide services to migrant workers and their families

The Fiscal Agent is not liable for any legal action against the LEA in regards to the use of flow through funds. All MEP flow through funds are to be spent according to program and fiscal guidelines and may be subject to compliance monitoring. In the event this arrangement is terminated by either party, ownership of any asset shall remain with the LEA that purchased it, while the balances of unspent flow through funds remain with the ESC VI. When a new district enters the SSA and comes with roll forward monies, those funds will be flowed back to the district for use in the current year.

Contact: Linda Aranda, laranda@esc6.net

Cost to District: 2011-2012 FY Title I, Part C Entitlement-Only districts that have selected ESC VI as the fiscal agent in the TEA eGrant system on the Application Designation Certification Form (GS2210) may be a member of Shared Services Arrangement.



Planning Worksheet 2011-2012

Title I, Part C Migrant Shared Services Arrangement

As Part of our Shared Services Arrangement, your district will receive flow through funds for local spending based on the needs identified by your district in a comprehensive needs assessment. Please be sure that your district has an eSystem Contract with Region 6 submitted as well as Region 6 selected as your shared service fiscal agent in eGrants.

Due to changes in compliance reporting, please provide planned amounts for each subcategory of the appropriate object code for the use Title I, Part C Migrant funds. These should match any activities indicated in the Title I, Part C Migrant abstract in the NCLB Consolidated Federal application.

Please complete and return this planning worksheet to Migrant Specialist by June 17, 2011. This form can be emailed to xxxx@esc6.net or faxed to 936-435-xxxx. Please call 936-435-xxxx or email if you have any questions.

Sample ISD	Total Title I, Part C Migrant Flow-Through Amount	\$ Amount
Class/Object Code	Description/Explanation of fund use	
6100	Supplemental staff (migrant recruiter)	
Personnel	Supplemental staff (migrant service coordinator)	
	Supplemental tutoring (extra-duty pay for district/non-district employee)	
	Summer school teacher (MEP-funded Summer School Program)	
	Summer school paraprofessional (MEP-funded Summer School Program)	
	Other supplemental staff (please explain)	
	Total for 6100	\$0
6200	Supplemental tutoring (consultant)	
Contracted	Technical support/service for computers	
Services	Parent/Out-of-Youth (OSY) outreach	
	Other supplemental contracted services (please explain)	
	Total for 6200	\$0
6300	School supplies	
Supplies	Supplemental instructional materials	
	Supplemental technological hardware	
	Supplemental software	
	Summer school instructional materials	
	Summer school supplies	
	Light snacks for parent meetings	
	Other (please explain)	
	Total for 6300	\$0
6400	Registration/Travel for conferences	
Travel	Travel for training	
	Travel for recruitment	
	Travel for Building Bridges Services	
	Travel for parent and/or Out-of-School Youth outreach activities	
	Travel for summer school	
	Other (please explain)	
	Total for 6400	\$0
	Total Amount budgeted for 2011-2012	\$0
Title I, C Contact		
Phone and Email		
Business Contact		
Phone and Email		

Education Service Center Region VI

EXPENDITURE REPORT

Subgrantee: _____ LEA Name/Fiscal Agent _____ Date _____
 Cumulative as of: _____

Title I, Part C (Migrant) Flow-Through

Itemized expenditures		Fall Total	Total spent
6100 Payroll Costs	Supplemental staff (migrant recruiter/MSC)	\$	\$
	Supplemental tutoring (extra-duty pay for emp.)	\$	\$
	Summer school staff	\$	\$
	Cumulative Total 6100		\$
6200 Contracted Services	Other supplemental staff (please explain)		
	Supplemental tutoring (consultant/non-emp.)	\$	
	Technical support/service for computers	\$	
	Parent/Out-of-Youth (OSY) outreach	\$	
6300 Supplies and Materials	Other supplemental contracted services (please explain)	\$	
	School supplies	\$	
	Supplemental instructional materials	\$	
	Supplemental software/technology hardware	\$	
6400 Travel / Registration	Summer school supplies and materials	\$	
	Light snacks for parent meetings	\$	
	Other (please explain)		
	Registration/Travel for conferences	\$	
Cumulative Total 6300	Travel for training	\$	
	Travel for recruitment	\$	
	Travel for Building Bridges	\$	
	Travel for parent/OSY outreach activities	\$	
Cumulative Total 6400	Travel for summer school	\$	
	Other (please explain)		
	Travel for summer school	\$	
	Other (please explain)		
Cumulative total amount requested by subgrantee		\$	\$

Business Manager Signature _____ Date _____ Reports Due: _____
 Submit to Mandy Cason via fax 936-435-8480
 or via Blue Streak

Fall Expenditures	December 9, 2011
Spring (Final if NO summer project)	June 1, 2012
Final for LEAs WITH summer projects	August 17, 2012



Education Service Center
Region VI

3332 Montgomery Road
Huntsville TX 77340-6499
936.435.8400
Fax 936.435.8481
www.esc6.net

October 18, 2011

To: Director of Bilingual/ESL/Migrant Programs
Copy to: Bilingual/ESL/Migrant Supervisor
Executive Director of Finance
From: Migrant Education Specialist
Special Programs Coordinator
Subject: Title I, Part C Migrant Flow-Through Funds for 2011-2012

Your district will receive flow-through monies as a member of the Migrant Shared Services Arrangement (SSA) for the 2011-2012 Academic year. These funds are to support supplemental activities at the campus and district level targeting migrant youth.

Attached is a copy of purchase order, budget worksheet, and expenditure report for the current year. Per district request funds are to be spent in the following budget lines:

6100 - \$
6200 - \$
6300 - \$
6400 - \$

If monies need to be moved please contact the ESC before expending. There are multiple districts plus ESC operations taking place within this program budget and an amendment may be warranted to stay within fiscal compliance guidelines. Activities for expenditures must also be approved in the Consolidated Application **before** expenditures can be made.

Payment of flow-through funds will be made on a reimbursement basis. Expenditure reports must be submitted for reimbursement to be paid.

Expenditures should be reported using the following due dates:

- Fall expenditures: **December 9, 2011**
- Cumulative spring/final for districts **with no summer** projects: **June 1, 2012**
- Final cumulative expenditures for districts **with summer** projects: **August 17, 2012**

Please maintain local documentation for expenditures made with these funds. If you have personnel paid out of these funds, please ensure that appropriate signed job descriptions and time and effort (if split funded) are maintained per OMB Circular A-87 and readily available in the event TEA requests validation of these items.



Education Service Center
Region VI

3332 Montgomery Road
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Auditing information for the project

The district should maintain separate accountability for these funds. Each member district receiving flow through funds is responsible for keeping program as well as fiscal documentation to meet compliance with state and federal regulations when expending these funds. Flow through funds are subject to audit and will be monitored by TEA for program and fiscal compliance.

CFDA#:

FAR Revenue Code:

NOGA ID#:

Budget Fund code:

If you have questions regarding the planned program expenditures please contact Migrant Specialist at xxxxx@esc6.net or 936.435-xxxx. If you have questions regarding the financial aspects of these funds please contact ESC Controller, at xxxx@esc6.net or 936.435.xxxx.

MIGRANT RECRUITMENT FORM

District: _____ **Date:** _____

Recruiter's Name: _____

Start Time: _____

End Time: _____

A. Number of Contacts _____

B. Number of COE's _____

C. Total Travel/Mileage: _____

Please NOTE:

**Complete a separate form for each district.
Attach to Occupational Surveys and submit.**

CONTACTS/INTERVIEWS MADE

1) Children: _____
Address: _____
City: _____
Phone: _____
Parent Interviewed: _____
Recruitment Time: _____
Number that qualify as Migrant _____

Contact Method: *(Circle all appropriate)*

Telephone Home Visit
School Other: _____

Travel/Mileage _____

COMMENTS *(Explanation is required for eligibility determination)*

Result of Contact: *(Circle all appropriate)*

Child Eligible: Yes or No
Building Bridges/GED Info.
Needs Assessment
Residency Verification
No Answer/Left message/Call Back
Set up appt for home visit
Wrong Number/Disconnected
Family not found/Moved
Returned to Dist. for missing info.

2) Children: _____
Address: _____
City: _____
Phone: _____
Parent Interviewed: _____
Recruitment Time: _____
Number that qualify as Migrant _____

Contact Method: *(Circle all appropriate)*

Telephone Home Visit
School Other: _____

Travel/Mileage _____

COMMENTS *(Explanation is required for eligibility determination)*

Result of Contact: *(Circle all appropriate)*

Child Eligible: Yes or No
Building Bridges/GED Info.
Needs Assessment
Residency Verification
No Answer/Left message/Call Back
Set up appt for home visit
Wrong Number/Disconnected
Family not found/Moved
Returned to Dist. for missing info.

3) Children: _____ **Result of Contact:** *(Circle all appropriate)*
 Address: _____ Child Eligible: **Yes or No**
 City: _____ Building Bridges/GED Info.
 Phone: _____ Needs Assessment
 Parent Interviewed: _____ Residency Verification
 Recruitment Time: _____ No Answer/Left message/Call Back
 Number that qualify as Migrant _____ Set up appt for home visit
Contact Method: *(Circle all appropriate)* Wrong Number/Disconnected
 Telephone Home Visit Family not found/Moved
 School Other: _____ Returned to Dist. for missing info.
 Travel/Mileage _____
COMMENTS *(Explanation is required for eligibility determination)*

4) Children: _____ **Result of Contact:** *(Circle all appropriate)*
 Address: _____ Child Eligible: **Yes or No**
 City: _____ Building Bridges/GED Info.
 Phone: _____ Needs Assessment
 Parent Interviewed: _____ Residency Verification
 Recruitment Time: _____ No Answer/Left message/Call Back
 Number that qualify as Migrant _____ Set up appt for home visit
Contact Method: *(Circle all appropriate)* Wrong Number/Disconnected
 Telephone Home Visit Family not found/Moved
 School Other: _____ Returned to Dist. for missing info.
 Travel/Mileage _____
COMMENTS *(Explanation is required for eligibility determination)*

5) Children: _____ **Result of Contact:** *(Circle all appropriate)*
 Address: _____ Child Eligible: **Yes or No**
 City: _____ Building Bridges/GED Info.
 Phone: _____ Needs Assessment
 Parent Interviewed: _____ Residency Verification
 Recruitment Time: _____ No Answer/Left message/Call Back
 Number that qualify as Migrant _____ Set up appt for home visit
Contact Method: *(Circle all appropriate)* Wrong Number/Disconnected
 Telephone Home Visit Family not found/Moved
 School Other: _____ Returned to Dist. for missing info.
 Travel/Mileage _____
COMMENTS *(Explanation is required for eligibility determination)*

ESC-20 Migrant Student Conference Form 2009-2010

Name of Student	
Grade	
High School	
Date	
TAKS – ELA TAKS – Math	ELA – SS – Math – Sci –
Attendance	

Review Transcript – Courses that need credit recovery

Review Graduation Requirements



MEP Priority for Services Response

Submitted by:
District:

Title:
Date Submitted: (mm/dd/yyyy)

Student Name:		Grade:	
Service(s) Provided	Additional Comments		

Student Name:		Grade:	
Service(s) Provided	Additional Comments		

Student Name:		Grade:	
Service(s) Provided	Additional Comments		

Student Name:		Grade:	
Service(s) Provided	Additional Comments		

Student Name:		Grade:	
Service(s) Provided	Additional Comments		

Student Name:		Grade:	
Service(s) Provided	Additional Comments		

K-2 Services	
A. Bilingual Education	
B. ESL/Sheltered Instruction	
C. Instructional Modification	
D. Extended Day/Week	
E. Tutoring	
F. Computer Assisted Instruction	
G. Summer School	
H. Extended Year	
I. Other _____	
3-12 Services	
1. TAKS In-School Tutorials	
2. Online Tutorials	
3. Extended Day/Week	
4. Instructional Modification	
5. Title I Services	
6. Computer Assisted Instruction	
7. Counseling	
8. Mentoring	
9. Peer-to-Peer Tutoring	
10. Special Education Intervention	
11. Dropout Recovery	
12. Alternative Learning Environment	
13. Summer School	
14. Other _____	
*Indicate by each code selected:	
MEP or Non-MEP	

Criteria: **Grades K-2** – Designated LEP in NGS; retained and/or overage for current grade level with school interrupted during the previous or current school year
Grades 3-12 – Failed one or more sections of the TAKS, or designated Absent, Exempt, Not Tested or Not Scored; including Un-graded or Out-of-School students with school interrupted during the previous or current school year

ESC 20 MIGRANT EDUCATION PROGRAM PARENT EVALUATION: 2010-2011

GOALS AND OBJECTIVES DURING THIS EVALUATION PERIOD

Determine the effectiveness of ESC 20 Migrant Education Program for our parents and students.

GOAL	DID WE ACHIEVE THIS GOAL?	COMMENTS / EXPLANATION
Identify and recruit ALL eligible migrant children in your community.	Yes or No	
Provide supplemental tutoring services during the regular school year to students in danger of failing.	Yes or No	
Provide a supplemental summer school program for students K-8.	Yes or No	
Establish a Parent Advisory Council to provide meaningful consultation in the planning of Migrant Education activities.	Yes or No	
Inform migrant youth and their parents about available educational options.	Yes or No	
Please place an "x" by the supplemental services listed below that you think are necessary for identified migrant families. <input type="checkbox"/> Leadership Academies <input type="checkbox"/> School supplies <input type="checkbox"/> Clothing <input type="checkbox"/> Eyeglasses <input type="checkbox"/> Tutoring services <input type="checkbox"/> Transportation reimbursement to and from Migrant-related events		What additional educational services would you like to see offered for our migrant students?

Please list any additional comments/concerns you have about the Migrant Education program:

Thank you for taking the time to help us improve our Migrant Education Program.

ESC 20 SSA DISTRICT EVALUATION: 2010-2011

Department: Migrant Education Program

GOALS AND OBJECTIVES DURING THIS EVALUATION PERIOD

Determine the effectiveness of ESC 20 MEP for our SSA districts

REQUIRED ACTIVITY	WHAT WE DO TO FULFILL THE ACTIVITY	IMPACT ON STUDENT ACHIEVEMENT	MY RATING OF THIS ACTIVITY	SUGGESTIONS FOR INCREASING IMPACT (EITHER THROUGH DISTRICT COLLABORATION OR SOME OTHER MEANS)
ID & R	Maintained 2.5 recruiters for year-round recruitment. Recruited based on Family Surveys sent in by districts, communication received from districts when families move, and from other migrant families.	Enabled us to identify migrant students to ensure necessary services are provided.	1 2 3 4 5	
NGS	Maintained 1.5 NGS data specialists for year-round data entry.	Allowed for accurate and timely data entry of all required information. Assisted us with identifying students' needs (such as PFS, failed TAKS, etc.) to provide specific services.	1 2 3 4 5	
Migrant Parent Advisory Council	Hosted four PAC meetings (two off-site and two at ESC); one more scheduled. Information was shared about services we provide to students, and parents provided feedback to assist us in planning and strengthening our program and services.	Parent advice was solicited on our summer program. District personnel attended to ensure collaboration between ESC 20 and district, and to take information learned back to their parents. Solicited parent input to plan program and evaluate progress throughout the year.	1 2 3 4 5	
PEIMS Migrant Indicator Code	Visited with each SSA PEIMS contact at the beginning of the year to explain purpose of reports. Sent monthly reports to each contact. Responded to district requests for verification of migrant students (assistance with interpreting reports).	Frequent and regular coordination with the PEIMS contact ensured accurate coding for state assessments, PBMAS, etc. Enabled accurate reporting of student enrollments and withdrawals.	1 2 3 4 5	
Priority for Service Action Plan	Developed and implemented a PFS Action Plan. Sent action plan to our SSA districts to be included into DIP. Sent monthly PFS reports to our migrant contacts.	Enabled us to identify districts where students were most in need and allocated resources accordingly. Recruiters contacted family when students were identified (either by district or ESC personnel) as at risk of failing.	1 2 3 4 5	

ESC 20 SSA DIRECTORS EVALUATION: 2010-2011

SECTION 2

SUPPLEMENTAL ACTIVITY	WHAT WE DO TO FULFILL THE ACTIVITY	IMPACT ON STUDENT ACHIEVEMENT	MY RATING OF THIS ACTIVITY	SUGGESTIONS FOR INCREASING IMPACT (EITHER THROUGH DISTRICT COLLABORATION OR SOME OTHER MEANS)
Graduation Plan Support	Employed a migrant counselor to provide support for our students above and beyond what is provided by regular school counselors, including: developing individual student action plans, monitoring course completion for students with late entry/early withdrawal, intervening on behalf of students whose concerns put their academic success at risk, providing information to parents regarding college application process.	Supplemental counseling contact to discuss classes and social concerns. Identified students in need of tutoring/ mentoring. Ensured students were aware of course requirements, graduation requirements and all post-secondary options. Provided students, parents, and school with educational alternatives for migrant students who have dropped out or are at risk of dropping out.	1 2 3 4 5	
Credit Accrual	Assisted with enrolling students in UT MSGEP. Assisted with credit recovery Assisted students in taking credit-by-exam courses.	Increased number of students taking credit-by-exam courses. Provided opportunities for students to regain credit and graduate on time. Increased student knowledge about available credit accrual programs.	1 2 3 4 5	
Supplemental Instruction	Offered tutoring to K-12 students this year at their home or campus. Provided Building Bridges Early Childhood Program to 3 and 4 year old students not serviced by another program.	Increased student success in coursework and state assessments. Increased student confidence. Developed connections with parents regarding the value of education; acted as liaison between parent and school when needed. Increased language development of 3 and 4-year-olds.	1 2 3 4 5	
Summer Programs	Provide supplemental summer school instruction for students K-8: Site-based or home-based instruction	Students engaged in hands-on literature based mathematics instruction. Enabled students to strengthen skills in fractions, measurement, reading and writing. Increased student motivation to attend a summer program.	1 2 3 4 5	
Other	Hosted two Leadership Academies for high school students (made visits to three post-secondary institutions); one Leadership Academy for MS students (students	High school students: motivated to consider attending higher ed institutions. Middle school students: strengthened study skills, increased knowledge of career	1 2 3 4 5	

	<p>attended sessions at ESC20).</p> <p>Will take 30 students to Close Up Leadership Academy in Washington DC this summer</p>	<p>opportunities, and provided insight into high school life.</p> <p>Washington Academy- will increase leadership and communication skills. Will provide an incentive for students to attain a HS diploma and continuing with post-secondary education.</p>		
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WOULD YOU RECOMMEND JOINING THE SSA TO OTHER DISTRICTS? IF NOT, PLEASE EXPLAIN.

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**Concilio consejero regional de padres para la educación de estudiantes migratorios
Regional Parent Advisory Council for the Migrant Education Program**

23 de marzo de 2011 – March 23, 2011

QUEREMOS OÍR SU VOZ - WE WANT TO HEAR YOUR VOICE

Por favor díganos que fue lo que más le gusto de ésta reunión o éste entrenamiento.
Please let us know you liked best about this meeting/training.

Por favor díganos que fue lo que no le gusto de ésta reunión o éste entrenamiento.
Please let us know what you did not like about this meeting/training.

¿Cómo usará la información que obtuvo en la reunión o el entrenamiento?
How will you use the information obtained in this meeting/training?

¿Sobre qué temas le gustaría aprender u obtener más información en reuniones o entrenamientos en el futuro?
What other topics do you want to learn about in future meetings?

Las cualidades que vemos en Uds. son esperanza, optimismo y determinación.
Hope, optimism and determination are the qualities we have seen in all of you.

***¡GRACIAS POR PERMITIRNOS SERVIRLE!
THANK YOU FOR GIVING US A CHANCE TO SERVE YOU!***

Migrant Parent Advisory Council Survey

Please take a few minutes to respond to the following statements to express your satisfaction and/or opinions of the Migrant Education Program in your school district. If you wish, please take the liberty of explaining your responses or making suggestions for improvement in the COMMENT section. This survey is anonymous and confidential. It will be read only by the Education Service Center, Region VI Migrant Program. We need your honest opinions so we can better inform the district migrant staff and hope to improve the Migrant Education Program in the region and your school district. Thank you for your time.

	Always	Some-times	Almost Never	Never
1. Transportation to school activities is provided by the migrant education program in the district when migrant families do not have access to transportation.	8	4		
2. The school climate is welcoming (not intimidating) to parents.	7	3	1	1
3. Language of communication is adequate for migrant parents (not too technical and/or provided in English and Spanish).				
4. Parents feel welcomed at school because the majority of the communication is positive, not "problem-related" (discipline).				
5. Lack of access to child-care prohibits parents from attending school activities.				
6. Teachers make an effort to communicate with parents regarding the academic progress of their children.				
7. Teachers interpret the results of the TAKS tests and communicate them to parents.				
8. The district migrant family involvement staff members have skills sufficient to coordinate, plan and deliver programs that support success of migrant students and parents' needs.				
9. The district migrant staff meets with parents to inform and discuss options when their child is on the Priority for Services (PFS) report due to poor academic progress or failure on TAKS tests.				
10. A local advisory committee is established for each regular school year on each campus for planning, implementation, and evaluation of the local MEP, with meaningful consultation and involvement of the parents of the children to be served.				
11. The district migrant staff provides assistance with social support services that benefits migrant families in need.				
12. The district migrant staff provides assistance with health support services that benefits migrant families in need.				
13. The district migrant education program provides models for home-based education directly involving parents and school-based early childhood programs which coordinate with other available services such as Headstart or Evenstart.				
14. Migrant students have access to early childhood opportunities that develop cognitive abilities for academic success.				
15. Migrant students have access to early childhood opportunities that develop language abilities for academic success.				
16. Migrant students have access to early childhood opportunities that develop their social, emotional and physical domains for readiness in elementary school.				
17. Parents of elementary students have the information about strategies to help children learn at home (reading).				
18. Migrant students often have family and work obligations that prevent consistent school attendance.				
19. Parents of secondary students have the information or resources (transportation to tutoring) to help their children complete their homework.				
20. Migrant students have access to adequate counseling about post-secondary opportunities.				
21. Migrant students have access to summer college-bound activities.				
22. The MEP promotes the transition to post-secondary education through the promotion of student leadership academics, the development of college entrance exam programs, TAKS performance improvement strategies, correspondence courses through The University of Texas at Austin, admissions counseling, and coordination of activities which ensure that all migrant students are processed for post-secondary opportunities.				
23. Migrant students have difficulty making friends who support a positive attitude toward completing school.				
24. Migrant students are aware of credits earned and credits needed for graduation and options for accruing those credits.				
25. The district staff assists secondary students to consolidate partial credits and credits earned in previously attended high schools.				
26. Schools provide late-entry migrant students with sufficient opportunities to make-up missed work due to absences.				
27. Schools provide late-entry migrant students with sufficient opportunities and time to make-up missed work.				
28. Migrant students receive adequate intervention and/or enrichment according to their individual needs.				
29. Migrant students have a sufficient amount of homework.				
30. Migrant students are exposed to technology education to prepare them for the future.				
31. The school rules are clear and applied consistently to all students, including migrant students.				
32. Migrant parents, teachers, and administrators work together for the academic success of migrant students.				
33. Migrant parents and students feel comfortable communicating with teachers.				

ENCUESTA PARA LOS PADRES DE FAMILIA DEL PROGRAMA MIGRANTE

Le pedimos que tenga la bondad de tomar unos minutos de su tiempo para contestar las siguientes preguntas que expresen su satisfacción u opinión acerca del Programa Migrante en su distrito escolar. Si usted desea, tómese la libertad de explicar la respuesta o indique cualquier sugerencia para mejorar el programa. Hágalo en la parte inferior en la sección de comentarios. Esta encuesta es anónima y confidencial. Será leída nada más por el Centro de Servicios de Educación de la Región VI. Necesitamos que su opinión sea sincera a manera que podamos informar al personal del programa y mejorar el servicio que ofrecemos en la región o en el distrito escolar al cual usted pertenece. Agradecemos altamente que usted haya tomado unos minutos de su tiempo para contestar las preguntas de la encuesta.

	Siempre	A veces	Casi nunca	Nunca
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

ENCUESTA PARA LOS PADRES DE FAMILIA DEL PROGRAMA MIGRANTE

Le pedimos que tenga la bondad de tomar unos minutos de su tiempo para contestar las siguientes preguntas que expresen su satisfacción u opinión acerca del Programa Migrante en su distrito escolar. Si usted desea, tómese la libertad de explicar la respuesta o indique cualquier sugerencia para mejorar el programa. Hágalo en la parte inferior en la sección de comentarios. Esta encuesta es anónima y confidencial. Será leída nada más por el Centro de Servicios de Educación de la Región VI. Necesitamos que su opinión sea sincera a manera que podamos informar al personal del programa y mejorar el servicio que ofrecemos en la región o en el distrito escolar al cual usted pertenece. Agradecemos altamente que usted haya tomado unos minutos de su tiempo para contestar las preguntas de la encuesta.

23.	Los estudiantes migrantes tienen dificultad en relacionarse con los compañeros cuya actitud es positiva hacia la escuela.			
24.	Los estudiantes migrantes tienen información de cuántos son los créditos que necesitan para graduarse y cómo se acumulan los mismos.			
25.	El personal del distrito escolar provee información a los estudiantes de la secundaria de cómo consolidar créditos parciales que han obtenido en otras escuelas a las cuales han asistido anteriormente.			
26.	Las escuelas proveen a los estudiantes migrantes suficientes oportunidades para presentar las tareas cuando se han ausentado de la escuela.			
27.	Las escuelas proveen a los estudiantes que se inscriben tarde en el año la oportunidad de presentar las tareas para recibir créditos completos.			
28.	Los estudiantes migrantes reciben información adecuada para cualquier tipo de intervención de acuerdo a sus necesidades individuales.			
29.	Los estudiantes migrantes tienen suficiente tarea o deberes diarios.			
30.	Los estudiantes migrantes están expuestos a la educación con la tecnología para prepararlos para el futuro.			
31.	El reglamento escolar es claro y se aplica de manera consistente a todos los estudiantes incluyendo a los del Programa Migrante.			
32.	Los padres de familia migrantes, maestros y administradores trabajan juntos para asegurarse que los estudiantes obtengan triunfos académicos.			
33.	Los padres de familia y estudiantes migrantes se sienten cómodos comunicándose con los maestros.			

COMENTARIOS:



**ESC VI Regional Parent Advisory Council
For Migrant Education Program Survey
May 2011**

- 1. Which of the following most accurately describes your position:**
 - Migrant-funded Support
 - Migrant-funded Instructional
 - Migrant-funded Administrative
 - Non-Migrant-funded
 - Other, please specify

- 2. How long have you been involved in education:**
 - Less than 1 year
 - 1-5 years
 - 6-10 years
 - 11-15 years
 - Greater than 15 years

- 3. How long have you been involved with the Migrant Education Program:**
 - Less than 1 year
 - 1-5 years
 - 6-10 years
 - 11-15 years
 - Greater than 15 years

- 4. Which of the following describes your district participation in Migrant Education Program:**
 - Member of the ESC VI Migrant Education Program Shared Services Arrangement
 - Independent Migrant Program
 - Non-Project District

5. Based on your recent experience with the Migrant Education Program at ESC VI, how satisfied are you with the service:

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied
- Other, please specify

6. How satisfied are you with the support you received:

1	2	3	4	5	6
Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	N/A

a. Ability to get to the right person quickly

1	2	3	4	5	6
---	---	---	---	---	---

b. Attitude of the person who assisted you

1	2	3	4	5	6
---	---	---	---	---	---

c. Ability to provide a solution

1	2	3	4	5	6
---	---	---	---	---	---

d. Effectiveness of the solution

1	2	3	4	5	6
---	---	---	---	---	---

7. Please specify your satisfaction level with the ESC VI Migrant Education Program staff with regard to:

1	2	3	4	5	6
Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	N/A

a. Timeliness of response to your inquiries

1	2	3	4	5	6
---	---	---	---	---	---

Additional Comment:

b. Frequency of contact to satisfy your needs

1	2	3	4	5	6
---	---	---	---	---	---

Additional Comment:

c. Frequency of contact to provide information about updates or program services

1 2 3 4 5 6

Additional Comment:

d. Program knowledge

1 2 3 4 5 6

Additional Comment:

e. Understanding of your district needs

1 2 3 4 5 6

Additional Comment:

f. Ability to resolve a problem

1 2 3 4 5 6

Additional Comment:

g. Professionalism

1 2 3 4 5 6

Additional Comment:

8. Please specify what we can do to increase your satisfaction with our services.

9. In addition to the State required staff development, what would you like to see offered by the ESC VI Migrant Education Program Specialist?

APPENDIX 20

Appendix 20

Part 1

SPECIAL INSTRUCTIONS FOR SHARED SERVICES ARRANGEMENTS

General Instructions

1. Shared Services Arrangements (SSAs) must complete the SAS Schedules as described in the individual schedule instructions and in this appendix. In cases where instructions for completing the schedule for an SSA are different from those individual applicants, specific SSA instructions have been provided below.
2. A shared services arrangement exists when two or more LEAs enter into an agreement for the performance and administration of a program when such arrangement will strengthen the operation of the program. This arrangement may be made in agreement with an LEA or regional education service center (ESC), either of which may serve as a fiscal agent.
3. LEAs wishing to be part of an SSA do so by completing the GS2210—Applicant Designation and Certification (ADC) form with "Apply as Member of SSA." This schedule is used to designate the fiscal agent and the member LEAs of an SSA. Shared services arrangement membership will automatically populate the **List of SSA Members** as LEAs complete their ADC form with "Apply as Member of SSA." The List of SSA Members may be viewed and printed from the BS6001 – Program Budget Summary by clicking on the "View List of SSA Members" button.

The LEA's ADC designation is **binding** once submitted, and the LEA must remain in the SSA for the duration of the project period for the program(s) as specified.

4. Fiscal Agents must ensure that all LEAs who are included in the SSA Application for Federal Funding by the **September 4, 2007**, application deadline, are shown on the List of SSA Members releasing funds to the fiscal agent, and retain locally signed agreements for each LEA member.
5. An LEA releasing funds on the ADC form to the fiscal agent **MUST** remain in the SSA for the duration of the project. An LEA cannot submit the Consolidated Application for Federal Funding for a fund source for which they selected "Apply as Member of SSA."

Application Deadline

1. The application deadline of **September 4, 2007**, also applies to LEAs seeking to join an SSA through the amendment process. **Exception:** Charter schools opening for the first time on or before November 1 in school year 2007-2008 may be added to an SSA through the amendment process through the December 3, 2007, deadline date provided the charter school has submitted its SC5010—NCLB Data Request Form for Federal Funding through eGrants by the November 1, 2007, deadline date.
2. After the **September 4, 2007**, deadline, funds not requested either through an individual application or as a member of an SSA will be reallocated.
3. The responsibility for ensuring that the LEA has joined any SSA rests solely with the LEA and the fiscal agent, not with TEA.

Appendix 20—continued

Charter School Deadlines

1. Open Enrollment Charter Schools Providing Instruction in the Previous School Year
Data Request Form Deadline: **April 30, 2007**
Application Deadline:.....
2. Charter Schools Opening for the First Time or Significantly Expanding Enrollment on or before November 1, 2007
Data Request Form Deadline: **November 1, 2007**
Application Deadline: **December 3, 2007**

Written Shared Services Agreement

1. When LEAs enter into an SSA, a **written agreement** must be developed to address the responsibilities of each member and the fiscal agent. The agreement must be signed by both the member and the fiscal agent prior to the fiscal agent submitting the SAS#NCLBAA08 through eGrants.
2. The SSA shall determine in advance and in writing as part of the shared services agreement how federal roll forward (carryover) funds will be distributed if a member LEA leaves the arrangement or if the arrangement dissolves. The fiscal agent and the SSA members are charged with resolving the issue of roll forward distribution and handling the accounting and documentation of any transfers of funds resulting from a member leaving an arrangement or an arrangement dissolving. If an LEA has an independent project in the prior year and desires to join an SSA in the current year, the roll forward will roll to the fiscal agent. Upon request, documentation of any such transfers shall be available to the Texas Education Agency.
3. The fiscal agent must maintain on file a copy of the written shared services agreement for audit and monitoring purposes. By registering as a fiscal agent on the ADC form and submitting the SAS#NCLBAA08 as an SSA, the fiscal agent is assuring that the **written shared services agreement** is on file.
4. Fiscal agents will collaborate and work with member LEAs to determine if transferability and REAP flexibility will be used for the alternative use of applicable funds. The written shared services agreement must address how services for this flexibility will be provided to participating LEAs.
5. The **written shared services agreement** should address certain legal requirements as described below (refer to section 1.3.1.4 of FAR, Financial Accountability System Resource Guide, for more detailed information pertaining to shared services arrangement written agreements):
 - a) Organization of the SSA

Appendix 20—continued

Written Shared Services Agreement

- b) Ownership of assets (including policies and procedures addressing the disposition of such assets if the SSA is terminated by one or all of the members).
- c) Liabilities (i.e., legal fees due to complaints, grievances, or litigation; refunds from on-site monitoring or audits, etc.)
- d) Basis for allocation of costs of the fiscal agent
- e) Responsibilities of the fiscal agent, including:
 - Services to be provided to member LEAs
 - Employment of personnel
 - Budgeting and accounting
 - Reporting
 - Private for profit/private nonprofit schools
- f) Responsibilities of member LEAs, including:
 - Employment of personnel
 - Budgeting
 - Reporting
 - Private for profit/private nonprofit schools

List of SSA Members

The **List of SSA Members** is located on the BS6001 – Program Budget Summary through the “View List of SSA Members” button.

- LEAs may continue to release funding to the fiscal agent as SSA members through the LEAs’ ADC form through the September 4, 2007, deadline.
- Charter schools will be required to provide actual enrollment data on the SC5010—NCLB Data Request Form for Federal Funding if they intend to participate in applicable NCLB federal programs of the Consolidated Application for Federal Funding for school year 2007-2008. The SC5010 was made available in eGrants on March 1, 2007.

ONLY after notification of eligibility and planning amounts by certified mail, charter schools must access and submit the GS2210 Applicant Designation and Certification (ADC) form. Until that time, the charter school’s ADC form will not be available.

- The responsibility for ensuring that the LEA has joined any SSA rests solely with the LEA and fiscal agent, not with the TEA.

Appendix 20—continued

Amendments

- Any additional funds that result from entitlement adjustments or from reallocation are released to the fiscal agent through the LEA's submission of the ADC form. Once an LEA releases funds to the fiscal agent of an SSA, the LEA must retain membership in the SSA through the end of the project year.
- Additional members may be added through the **September 4, 2007**, deadline to request federal funding. After the **September 4, 2007**, deadline, all funds not requested either through an individual application for funding or as a member of an SSA will be reallocated.
- Additional fund sources may not be added to the SSA.

BS6001—

Program Budget Summary

Submit one composite completed by the fiscal agent.

- In an SSA, the sum of the fiscal agent and the member LEAs portions of the funds must be reflected on the Program Budget Summary by class/object code for each applicable fund source.
- Payments to member LEAs must be included in the total direct costs (6100-6600) and must also be specified on budget line 6493—Payments to Member Districts of SSA.
- If the LEA chooses to budget funds from any fund source, its Title I schoolwide campuses under 8911, the LEA is not required to reflect the 8911 amount on the budget support schedules for that fund source.
- Refer to **Appendix 9** for information concerning the use of funds on schoolwide campuses.
- **The fiscal agent is responsible for ensuring that all funds, including payments to be made to member LEAs are expended in accordance with applicable laws and regulations for each budgeted fund source.**

BS6101—

Payroll Costs

If applicable, submit one composite completed by the fiscal agent. Flow through is included.

- All personnel paid from funds budgeted on Line 01 of BS6001—Program Budget Summary must be identified on BS6101. This includes fiscal agent employees as well as personnel at the LEA paid with flow-through funds.

Appendix 20—continued

BS6234—
Title III, Part A
BS6201, BS6301, BS6401

If applicable, submit one composite completed by the fiscal agent. Flow through is included.

BS6501—
Debt Service

If applicable, submit one composite completed by the fiscal agent reflecting all funds budgeted for debt service. Flow through is included.

- For each item, include the name of the member LEA and the appropriate campus number in Part 2 to indicate where the item is/will be located.

BS6601—
Capital Outlay

If applicable, submit one composite completed by the fiscal agent. Flow through is included.

- Reflect all capital outlay items, regardless of unit cost, except for library books and media, or if funds are budgeted for improvements to equipment which materially increase their value or useful life.

PS3101—
Planning Abstract—
Title I, Part A

If the SSA application includes Title I, Part A funds budgeted on BS6001—Program Budget Summary, submit one composite for the fiscal agent of the SSA.

- Flow-through funds are included on this schedule when calculating the percentages.

PS3102—
Planning Abstract—
Title I, Part A—Neglected and
Title I, Part D, Subpart 2—
Delinquent

If the SSA application includes Title I, Parts A and/or D2 funds budgeted on BS6001—Program Budget Summary, submit one composite for the fiscal agent of the SSA.

- Flow-through funds are included on this schedule when calculating the percentages.

PS3103—
Planning Abstract—
Title I, Part C

If the SSA application includes Title I, Part C funds budgeted on BS6001—Program Budget Summary, submit one composite for the fiscal agent of the SSA.

- Flow-through funds are included on this schedule when calculating the percentages.

PS3104—
Planning Abstract—
Title II, Part A—TPTR

If the SSA application includes Title II, Part A funds budgeted on BS6001—Program Budget Summary, submit one composite for the fiscal agent of the SSA.

- Flow-through funds are included on this schedule.
- If 100 percent of this fund source for all member districts is redirected through REAP flexibility, then this Schedule is NOT submitted.

Appendix 20—continued

PS3105—

Planning Abstract—
Title II, Part D—Technology

If the SSA application includes Title II, Part D funds budgeted on BS6001—Program Budget Summary, submit one composite completed by the fiscal agent.

- Flow-through funds are included on this schedule.
- If 100 percent of this fund source for all member districts are redirected through REAP flexibility, then this Schedule is NOT submitted.

PS3106—

Planning Abstract—
Title III, Part A- English
Language Acquisition

If the SSA application includes Title III, Part A funds budgeted on BS6001—Program Budget Summary, submit one composite for the fiscal agent of the SSA.

- Flow-through funds are included on this schedule when calculating the percentages.

PS3107—

Planning Abstract—
Title IV, Part A—SDFSC

If the SSA application includes Title IV, Part A—SDFSC funds budgeted on BS6001—Program Budget Summary, submit one composite for the fiscal agent of the SSA.

- If the consultation requirement is the fiscal agent's responsibility according to the written shared services agreement, the fiscal agent should enter the date as requested.
- If the consultation requirement is the member LEA's responsibility according to the written shared services agreement, the fiscal agent should enter "on file" in the blank. The fiscal agent is responsible for maintaining on file the most recent date when consultation occurred for each member LEA.
- The fiscal agent is responsible for maintaining on file the current date that the LEA board of trustees will publish its Annual Performance Report required under TEC § 39.053 for each member LEA.
- Flow-through funds are included on this schedule.
- If 100 percent of this fund source for all member districts are redirected through REAP flexibility, then this Schedule is NOT submitted.

PS3108—

Planning Abstract—
Title V, Part A—Innovative

If the SSA application includes Title V, Part A—Innovative funds budgeted on BS6001—Program Budget Summary, submit one composite for the fiscal agent of the SSA.

Part 1:

- If the consultation requirement is the fiscal agent's responsibility according to the written shared services agreement, the fiscal agent should enter the date as requested.
- If the consultation requirement is the member LEA's responsibility according to the written shared services agreement, the fiscal agent should enter "on file" in the blank. The fiscal agent is responsible for maintaining on file the most recent date when consultation occurred for each member LEA.
- Flow-through funds are included on this schedule.
- This Schedule is required if funds are budgeted in 8911.
- If 100 percent of this fund source for all member districts are redirected through REAP flexibility, then this Schedule is NOT submitted.

Appendix 20—continued

PS3109—

Funding Transferability

If applicable, submit a separate Schedule PS3109 for each member of the SSA, as applicable. The written shared services agreement must state the procedure used to provide a clear audit trail if this flexibility is implemented.

PS3109—

Section 6211—REAP

If member LEAs are eligible and choose to participate in Title VI, Part B, Section 6211—REAP, complete a REAP section for every member district.

- Fiscal agents and member districts will collaborate and work together to determine if this flexibility is a viable option. The written shared services agreement must provide a clear audit trail for these alternative uses of funds provided to participating LEAs.
- Member LEA participation in REAP allows private schools located within the participating LEA's boundaries to participate in REAP also, thus, service delivery to these private schools may be affected.

PS3210—

Comprehensive Needs
Assessment

Submit one composite completed by the fiscal agent.

- Reflect the program activities and services provided by the fiscal agent, as well as program activities conducted by member LEAs with flow-through funds.

PS3211—

Program Coordination

Submit one composite completed by the fiscal agent.

- Reflect the program activities and services provided by the fiscal agent, as well as program activities conducted by member LEAs with flow-through funds.

PS3231—

Professional Development

Submit one composite completed by the fiscal agent.

- Reflect the program activities and services provided by the fiscal agent, as well as program activities conducted by member LEAs with flow-through funds.

PS3241—

Parent and Community
Involvement

Submit one composite completed by the fiscal agent.

- Reflect the program activities and services provided by the fiscal agent, as well as program activities conducted by member LEAs with flow-through funds

PS3401—

Equitable Access and
Participation

Submit one composite completed by the fiscal agent.

Private Nonprofit Schools

This will be asked on program abstract schedules which will be a composite for the entire SSA. Detailed private school data will be reported on the individual program performance/compliance reports.

WV4000—

Waiver Request for
Title I, Part A Roll Forward

The WV4000 schedule will not be available in the original submission of the application. **ONLY** those fiscal agents that are eligible and require a Title I, Part A roll forward waiver will be contacted by the Division of Formula Funding to negotiate this waiver request.

Appendix 20—continued

WV4001—
Waiver Request for
Title IV, Part A Roll Forward

The WV4001 schedule will not be available in the original submission of the application. **ONLY** those fiscal agents that are eligible and require a Title IV, Part A roll forward waiver will be contacted by the Division of Formula Funding to negotiate this waiver request.

WV4002—
Waiver Request for
Title II, Part D—Professional
Development

If applicable, submit one composite completed by the fiscal agent.

WV4003—
Waiver Request for Title IV,
Part A SDFSC EOE

If applicable, submit one composite completed by the fiscal agent.

WV4004—
Ed-Flex Waiver—
Schoolwide Eligibility

Submit a separate Schedule WV4004 for each member LEA campus that wishes to waive the 40 percent poverty threshold for Title I, Part A Schoolwide Eligibility.

This schedule is a request to waive P.L. 107-110, Section 1114(a)(1)(B), which requires a 40 percent poverty threshold for Title I, Part A Schoolwide Eligibility. Campuses that have schoolwide eligibility waivers that were approved after 2003 do not need to resubmit Schedule WV4004.

- This schedule may only be submitted as part of the original Application for Federal Funding. It may not be submitted through the amendment process.

SC5000
Campus Selection—
Title I, Part A

If the SSA application includes Title I, Part A funds budgeted on BS6001—Program Budget Summary, submit a separate Schedule **SC5000** for each member of the SSA, as applicable.

CS7000—
Certifications, Provisions and
Assurances

Submit one composite for the SSA.

- This schedule acknowledges the fiscal agent's and each member LEA's acceptance and compliance with all requirements described in this General Provisions and Assurances document.

Appendix 20
Part 2

Special Instructions for Fiscal Agents

If an SSA Dissolves:

- The fiscal agent applies for any roll forward funds by contacting the Division of Formula Funding prior to submitting their ADC form. This will activate the Consolidated Application for Federal Funding (SAS#NCLBAA08) appropriately.
- Based on Shared Services Agreement, the fiscal agent will do A or B below.
 - A. Provide allowable activities and services to the original SSA member LEAs:
 - complete all applicable fiscal and program schedules of the application appropriately;
 - will develop and implement a new Shared Services Agreement with each of the original SSA member LEAs to outline the use of the roll forward funds.
 - B. Disperse roll forward back to the original SSA member LEAs through payments to member LEAs (flow-through):
 - the fiscal agent completes all applicable fiscal and program schedules of the application appropriately;
 - a new Shared Services Agreement is not needed. The initial SSA Agreement already stipulates the process of dispersement of the roll forward to the member LEAs;
 - the fiscal agent is responsible for ensuring the expenditures and activities conducted with the flow-through funds follow applicable program rules and regulations;
 - the fiscal agent may reserve applicable direct costs (and indirect costs based on the direct costs only) associated with the administration of the flow-through funds.