



GUIDANCE, INSTRUCTIONS AND PROGRAM DESCRIPTIONS

CONSOLIDATED FEDERAL & STATE GRANT APPLICATION 2020-2021



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GENERAL INFORMATION

About the CFSGA

The Idaho Consolidated Federal & State Grant Application (CFSGA) serves as an LEA's application for specific program funds. A consolidated approach, instead of separate applications for each of several individual programs, allows the programs to be cooperatively planned and implemented, and also helps to reduce the administrative burden.

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

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

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

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

You will need to click "Log On" in the upper right corner, using your login credentials for the ISEE portal. Each of the sections of the plan is described below.

Time Limits and Saving Your Work

Once you have entered the CFSGA, there is a limited time during which inactivity is allowed. After 25 minutes of inactivity, the system will issue a five-minute warning that your session will expire. It will prompt you to re-enter your login information to stay logged in to the system. If you do not re-enter your information, you will be logged off after 30 minutes. Be sure to hit "Save" frequently at the top of each page, to avoid losing data if your session expires and you are logged out.

Time Line

Initial LEA Consolidated Plans must be submitted by June 30th, 2020 if the LEA intends to begin encumbering newly allocated (2020-2021) funds on July 1, 2020. If plans are submitted after July 1, 2020, the 2020-2021 funds **may not** be encumbered before the date the plan is submitted in



the approvable form. CFSGAs submitted before June 30th are considered initial plans for the 2020-2021 school year. LEAs will need to revise and resubmit the plan in final form during fall 2020 after final allocations, and actual carryover amounts are known.

The plan itself is submitted electronically through the website.

About the Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act was enacted on December 10, 2015. For information on ESSA, please see information on the SDE Title I-A website at <http://www.sde.idaho.gov/federal-programs/basic/index.html>, under Resource Files > Every Student Succeeds Act (ESSA).

COMPONENTS OF THE PLAN

There are two major components to the CFSGA that are located along the left side of the screen, once the user is logged in.

Links

- Home Page
- SDE Contacts
- Reports
- Guidance
- Q & A

Application Year

- Current application year - make sure you are in the correct year
- Change year - you can select the application year here
- Prior year

LEA Budget Pages & Program Information

- Equitable Services
- Fiscal Self-Assessment
- Title I-A Improving Basic Programs
 - Title IX-A: Homeless Children and Youth set-aside/basic program is included in Title I-A
 - Title I-D: Neglected/At-Risk set-aside for prevention and/or partner program is included in Title I-A
- Consolidated Schoolwide Budgets
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction



- English Learner Program
- Title III-A English Language Acquisition
- Title III-A Immigration Education Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program
- Combined Budgets
- IDCI Contacts
- Comments
- Submit/Assurance

SUBMITTING THE PLAN

IMPORTANT! DO NOT Submit Application until you are completely ready to submit the entire plan to the SDE. The “Submit Application” section of the online plan is the last step in completing the plan and submitting it to the SDE. After you have submitted the plan, *you will not be allowed to make further changes* until SDE staff has completed the review of the plan or until SDE staff reopens your access to the submitted plan.

Once the application is re-submitted, you should see this message (a left option under your LEA’s name) **Status: Submitted**. It means you have successfully submitted your application.

SDE REVIEW OF THE PLANS

After SDE staff reviews your CFSGA, the contact person designated in the plan will be notified by automated e-mail(s) that the review is complete and will be directed to review the SDE comments. These comments, which may include requested clarifications or revisions of the plan, will be available by selecting the “Comments” link on the main page. If revisions to the plan are necessary, online access to the plan will be reopened by the SDE so that the required changes can be made. To reopen the plan, contact the Funding and Fiscal Accountability Coordinator, Alexandra McCann, at amccann@sde.idaho.gov or (208) 332-6900.

GETTING ASSISTANCE WITH THE CFSGA

General questions about the CFSGA submission process should be directed to Alexandra McCann at (208) 332-6900 or amccann@sde.idaho.gov. Specific or programmatic questions should be directed to the program contacts shown below:



Program Area	Program Contacts
Federal Programs	Karen Seay, Director (208-332-6978) kseay@sde.idaho.gov
Title I-A Improving Basic Education	Brandy Diaz Scott, Coordinator (208-332-6891) bdiazscott@sde.idaho.gov
Title I-C Migrant Education	Sarah Seamount, Coordinator (208-332-6958) sseamount@sde.idaho.gov
Title II-A Supporting Effective Instruction/ Educator Effectiveness	Kathy Gauby, Coordinator (208-332-6889) kgauby@sde.idaho.gov
Title III-A Language Instruction for English Learners & Immigrant Students	Maria Puga, Coordinator (208-332-6905) mpuga@sde.idaho.gov
Title IV-A Student Support and Academic Enrichment	Brandy Diaz Scott, Coordinator (208-332-6891) bdiazscott@sde.idaho.gov
Title I-D Neglected, Delinquent, or At-Risk	Suzanne Peck, Coordinator (208-332-6904) speck@sde.idaho.gov
Title V-B Rural Education Program	Lisa English, School Improvement, and Rural Education Specialist (208-332-6911) lenglish@sde.idaho.gov
Title IX-A Homeless Children and Youth	Suzanne Peck, Coordinator (208-332-6904) speck@sde.idaho.gov
School Improvement	Tyson Carter, Coordinator (208-332-6917) tcarter@sde.idaho.gov
Family and Community Engagement (FACE)/ Foster Care	Jill Mathews, Coordinator (208-332-6855) jmathews@sde.idaho.gov
Funding and Fiscal Accountability	Alexandra McCann, Coordinator (208-332-6900) amccann@sde.idaho.gov
Equitable Services Ombudsman School Choice	Michelle Clement Taylor, Coordinator (208-332-6963) mtaylor@sde.idaho.gov



EQUITABLE SERVICES TO PRIVATE SCHOOLS STUDENTS

Equitable Services: Equitable opportunity for participation of children attending private schools is required in federal programs.

LEAs are required to contact appropriate officials of all private schools within the LEA's boundaries on an annual basis to determine participation and to consult with private school officials regarding services to be provided to private school children and teachers.

Requirements for consultation with private schools include meetings of LEA and private school officials that must occur before the LEA makes any decision that affects the opportunities of eligible private school children to participate. Consultation must include a discussion of service delivery mechanisms the LEA can use to provide equitable services to eligible private school children. To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials.

LEAs must be sure to plan for private school participation in their budgets. Known private schools are included in the school list on the **Equitable Services** page. You can access the Equitable Services page from the Federal Programs page. Copy and paste the link: <https://www.sde.idaho.gov/federal-programs/equitable-services/>, click on "Equitable Services" box. LEAs should notify the department of any changes in the status of their private schools, including the addition of any new private schools.

Important: The Title I-A Allocation to Schools tab **MUST** be completed before moving to Equitable Services. The Allocation to Schools tab includes all data necessary for Title I-A and Title II-A Equitable Services to Private Schools calculations. The equitable services section for the relevant programs must be completed before the overall budget can be completed.

Title I-A mandates that LEAs receiving funds provide services on an "equitable" basis to private school students residing in their jurisdictions. It also requires the equitable inclusion of private school parents and teachers in parent and family engagement activities and professional development activities.

TITLE I-A IMPROVING BASIC PROGRAMS

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



improvement.

Program Purposes

- Supports schools and LEAs in providing high-quality opportunities for students in high poverty schools to meet challenging State content and performance standards.
- Promotes extending learning time.
- Expands eligibility for schools to operate Schoolwide Programs that serve all children in high poverty schools.
- Supports achievement of effective transitions: preschool to school, elementary to middle school, middle school to high school, and school to work.
- Establishes accountability based on results, drawing data from statewide assessments and reducing duplicate testing.
- Increases effective parental participation.
- Assures fair and equitable participation of private school students.
- Supports coordination with health and social services and other programs.

Funding

Funds are distributed to schools based on the number of low-income children rather than on achievement scores. Grant allocations are based primarily on data provided to the U.S. Department of Education by the U.S. Bureau of the Census. Title I-A funds are allocated to LEAs through four statutory formulas—Basic, Concentration, Targeted, and Education Finance Incentive Grants.

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

Models

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

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



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

Eligibility

- A child who is homeless and attending ANY school in the LEA is eligible for Title I-A services.
- Any child who has been in a Neglected or Delinquent institution or facility is automatically eligible for Title I-A services.
- Any child who has received services in a Migrant Education program in the last two years automatically qualifies for Title I-A services.

TITLE I-A IMPROVING BASIC PROGRAMS INSTRUCTIONS

The Title I-A Allocations & Set-Aside section of the application need to be completed before finalizing the Title I-A Budget section of the plan. Knowing the amounts of required Title I-A set-asides and the participation status of each school is necessary to prepare accurate budgets for the program.

Title I-A Allocations & Set-Asides Tab

Current allocation amount is prepopulated for Title I-A. Remember that until final allocations are determined in the fall, these amounts are not final. If additional reallocated funds become available later in the year, they will be added automatically at that time.

Carryover

Enter the estimated amount of carryover from the previous year for regular funds or use the optional carryover calculator link provided in the budget tab for each program. The carryover calculator is a tool designed to assist LEAs in estimating the correct carryover amount. The carryover amount is an unobligated balance as of September 30th. This amount must be revised in the fall when the actual amount of unexpended prior year funds is known. Carryover for the Title I-A program is limited to 15% of the previous year allocation, including any funds from other ESSA programs under the transferability authority in Title V, Part A of the ESSA. It does not include carryover funds from the preceding year or funds that the SDE may have reallocated. If Title I-A regular carryover exceeds the allowable 15%, a waiver may be requested once every three years in the “LEA Comments” section of the CFSGA.



Set-Asides

From the current year allocation available for Title I-A, funds must be reserved (set-aside) for the purposes listed below when applicable to the LEA. These set-asides must be calculated before determining the amounts to be allocated to individual schools.

Since the set-aside amounts will reduce the funds available for distribution to participating areas and schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what set-asides are needed. This issue must also be part of the consultation with private school officials before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Title I-A programs.

An LEA must also ensure that it provides equitable services to private school children from Title I-A funds reserved “off the top” for LEA-wide instructional programs. If the LEA creates set-asides for LEA-wide instructional programs, the equitable services requirement applies. Title I-A regulations require that, if an LEA reserves funds for instructional activities for public elementary or secondary school students at the LEA level, the LEA must provide equitable services to eligible private school children. The LEA bases equitable services on the proportion of private school children from low-income families residing in participating public school attendance areas. For more information on equitable services copy and paste the link: <https://www.sde.idaho.gov/federal-programs/equitable-services/>, or contact the Title I-A Coordinator or Equitable Services Ombudsman.

- *Homeless Education:* The Homeless Education set-aside is required of all LEAs, and it should be based on the needs of children and youth experiencing homelessness in the LEA. **Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities.**
- *Neglected:* If this set-aside applies to your LEA, the amount will be prepopulated. **These are additional funds granted to a district based on the number of identified students living in residential “neglected” residential facilities located with the district geographical boundaries during the annual fall Neglected, Delinquent, and At-Risk count.**
- *Parent and Family Engagement Activities:* 1% of allocation for parent and family engagement activities is required if the LEA allocation is over \$500,000. This set-aside is highly recommended for all LEAs, although LEAs with allocations less than \$500,000 are not required to set aside the specific 1% amount. **Ninety percent of any funds set-aside for parent and family engagement activities must be distributed to schools and must**



include the ESSA required activities. *Equitable amounts must also be provided for participating private school parents and teachers.*

- *Teacher Incentives:* Optional: To provide, where appropriate, financial incentives and rewards to teachers who serve students in Title I-A schools *identified as school improvement* to attract and retain qualified and effective teachers. In making this reservation, the LEA cannot reserve more than 5% of Title I-A funds. However, it may reserve “such funds as are necessary” from the Title II-A, Preparing, Training and Recruiting Teachers and Principals program for this purpose. This set-aside is optional.
- *Administrative Costs:* Up to 10% of allocation to cover administrative costs of serving public and private school children (including excess capital costs for serving private school children). Administrative costs must be budgeted in the Title I-A Budget tab, *100 Salaries*, and *200 Benefits*. Other individual personnel costs, such as seniority pay differentials, may also be included as LEA-wide administrative costs in the Administration Set-Aside row. If the LEA is using general funds to administer the Title I-A program, please comment in the “Comments Section” of the CFSGA. Additional information will be required if the LEA’s total administration set-aside, including seniority pay differentials, exceeds 10% of the total allocation.
- *Equitable Services for Private Schools:* Title I, Part A (Improving Basic Programs). Proportionate share must be calculated BEFORE (off the top) any allowable expenditures and transfers by the LEA. This amount is calculated and automatically transferred to the allocation and set-asides budget and the budget from the Equitable Services page.
- *Indirect Costs:* Indirect costs may be set aside only if the LEA has an approved restricted indirect cost rate for 2020-2021. LEAs with an approved rate will see the rate shown next to the 800 object code on the Title I-A budget tab.
- *Other Activities:* In this box the LEA lists additional activities funded with the set-aside, such as summer school, professional development, extended day program, early childhood education, transportation for students in foster care, etc.

The online system may provide warnings if the set-aside amounts do not follow the guidelines.

Allocation to Schools Tab

Complete the data for all of the public schools shown (including LEA sponsored charter schools).

Free & Reduced Lunch and Enrollment Count

- Effective 7/1/2017: Free & Reduced Lunch and Enrollment numbers are prepopulated.



Data as of March 1, 2020, is pulled from the CNP eligibility reporting.

- CEP schools: Estimated Free and Reduced Lunch Numbers are prepopulated. The “base” year count was multiplied by 1.6.
- If the cells are blank, it means no data was reported in March. Please edit numbers manually.
- Students attending private schools should not be included in the count. The count will be manually added to the Equitable Services Calculator to avoid duplication.
- Verify the number of low-income students in each school attendance area. The number of enrolled students and the number of low-income students should be the same as the numbers of students reported to the SDE for the free and reduced-price school lunch program for March, except for CEP schools. Estimated Free and Reduced Lunch Numbers are prepopulated for CEP schools. The “base” year count was multiplied by 1.6.

Title I-A Eligibility

Next, select the school’s Title I-A eligibility from the drop-down list. A school is eligible for Title I-A funds if any of the following apply:

- 35% rule – A school is eligible if any school or school attendance area has at least 35% poverty.
- School poverty – A school may be eligible if the percentage of children from low-income families enrolled in the school is equal to or higher than the percentage of low-income children in the LEA attendance area (LEA’s average).
- Feeder pattern – A school may be eligible if a sufficient percentage of low-income children are projected from the average poverty rate of the school attendance areas that feed into that school. If the feeder pattern is used, the expected number of low-income children should be entered.
- Special exception – A non-eligible school or area might be served for one additional year if it was eligible the preceding year.

Note: It may be necessary to re-enter this section after the ranking of all schools is complete to select a different type of school eligibility.

Program Type

Next, select the type of program: Not Serving, Targeted Assistance, Schoolwide, or Consolidated Schoolwide (this last option is for a school with an approved Schoolwide program plan that is consolidating funds to run a Schoolwide program). The Consolidated Schoolwide option requires completing a budget form that is provided on the left-hand navigation toolbar: *Consolidated Schoolwide Budgets*. A school receiving Title I-A funds should be shown as a Targeted Assistance school unless the school has been designated by the SDE as an approved Schoolwide Program. **A school in Schoolwide planning must designate the schools as Targeted Assistance and continue**



to operate as a Targeted Assistance school until the Schoolwide/Improvement Plan (SWIP) is completed and acknowledged by the SDE. The SWIP is located at <http://apps.sde.idaho.gov/SWIP/Home/Home>.

Allocating school-level actual allocation (ranking and serving schools) – The online system automatically ranks each school according to the percentage of children from low-income families. The actual allocation for each school should be entered for each school that will be served by Title I-A.

- *Suggested allocations* for each school are automatically calculated and shown by the CFSGA. A suggested amount can be overridden, based on needs.
- Total Per-Pupil Allocation (**PPA**) = Actual School Allocation divided by the number of Low-Income Students. Per-pupil amount (PPA) may vary by school, as long as higher per-pupil allocations are provided to schools with higher percentages of children in poverty (either across the LEA or by grade span groupings), and do not exceed the amount allocated to any area or school above 75% poverty.

Ranking Order

1. LEAs must provide Title I-A services to all schools over 75% poverty first. The above 75% group must be served before serving any school at or below 75% poverty.
 - Mandatory
 - Strictly by poverty and regardless of grade span
 - Highest PPA means more per pupil
 - No school from the “below 75%” group should receive a higher per pupil allocation than any schools from the “below 75% group.”
2. May include high schools 50% or above poverty (New under ESSA)
 - The LEA may serve a High School with lower poverty before an Elementary School with higher poverty
3. Then Rank and Serve at or below 75% poverty
 - May rank by grade span
OR
 - May rank across the entire LEA.

Exceptions: LEAs with fewer than 1,000 students or with only one school per grade span are exempt from ranking.



Example – Ranking per grade span

Above 75% : By poverty, regardless of grade span ~Mandatory~	LI %	PPA
Lincoln Elementary School K-5	90.00%	\$700
Jackson High School 9-12	89.00%	\$690
Grant Middle School 6-8	75.01%	\$650
Above 50%: High Schools Only (new) ~Optional~		PPA
Middleton High School 9-12	55.00%	\$600
River High School 9-12	50.01%	\$550
Other Schools ~Per Grade Span~		PPA
Green Tree Middle School 6-8	73.00%	\$500
Apple Tree Middle School 6-8	50.00%	\$490
Jefferson Elementary K-5	69.00%	\$550
Adams High School 9-12	50.00%	\$400
Washington High School 9-12	49.00%	\$300

- *Mandatory*
- *Regardless of grade span*
- *Highest PPA –more per pupil*
- *No school from the “below 75%” group should receive more than \$650 per pupil*

May serve a HS with lower poverty before ES with higher poverty!

Per grade span 6-8

Per grade span 9-12

Example –ranking across the LEA regardless of grade span

Above 75% : By poverty, regardless of grade span	LI %	PPA
Lincoln Elementary School K-5	90.00%	\$700
Jackson High School 9-12	89.00%	\$690
Grant Middle School 6-8	75.01%	\$650
All Other Schools 75% or below		PPA
Green Tree Middle School 6-8	73.00%	\$640
Jefferson Elementary K-5	69.00%	\$640
Middleton High School 9-12	55.00%	\$550
River High School	50.01%	\$400
Apple Tree Middle School	50.00%	\$350
Adams High School 9-12	50.00%	\$350
Washington High School 9-12	49.00%	\$300

- *Mandatory*
- *Regardless of grade span*
- *Highest PPA –more per pupil*
- *No school from the “below 75%” group should receive more than \$650 per pupil*

Across the LEA regardless of grade span

Additional Information

- LEAs may skip an eligible school if it can be demonstrated that the school is receiving supplemental funds from other state or local sources that are also spent according to the requirements of Title I-A.



- If remaining funds are not sufficient to fully fund the next lower ranked eligible school, the LEA may serve the school if it can be demonstrated that the amount allocated is enough to enable children to make adequate progress toward meeting the State’s performance standards.
- If an LEA chooses to fund the school with a poverty level *below* 35%, then the PPA amount allocated to other eligible schools should be at least **125%** of the PPA the LEA received that year.

The online system will provide a warning if the total of the school allocations do not equal the sum available to schools calculated on the Allocation & Set-Asides tab.

Additional Resources

For additional details about the selection and funding of eligible Title I-A schools, view the U.S. Department of Education’s non-regulatory guidance at:
www2.ed.gov/programs/titleiparta/wdag.doc

Title I-A Budget Tab

Allocations, carryover, reallocated funds, and their total will be prepopulated from the Allocation & Set-Asides tab. The expenditure descriptions must align with the Allocation & Set-Asides tab, as well as with the activities described in the Action Plan tab.

Enter planned expenditures for each object code. If you are unsure how a specific expense should be classified, check with the LEA business manager.

- **Salaries and Benefits**

Include Administrative Costs from Allocation & Set-Asides tab.

Schoolwide: as identified in the Schoolwide/Improvement Plan (SWIP) or annual Schoolwide program evaluation for increasing student achievement.

Targeted Assistance: teachers and paraprofessionals paid with Title I-A funds and identified to work with students on the targeted rank order list for supplemental instruction (during the school day; before/after school; summer program; preschool program).

- **Purchased Services (non-travel)**

Schoolwide: as identified in the Schoolwide/Improvement Plan (SWIP) or annual Schoolwide program evaluation- upgrade the curriculum for the entire school; improve school climate, “general aid” for educational purposes.

Targeted Assistance: computer equipment; necessary medical equipment, i.e., glasses, hearing aids (IF funding is not otherwise available); substitutes for Title I-A personnel.



- **Professional Development**

Schoolwide: activities for staff as identified in the Schoolwide/Improvement Plan (SWIP) or annual Schoolwide program evaluation for increasing student achievement.

Targeted Assistance: activities for Title I-A staff and for the regular classroom teachers of Title I-A students.

- **Travel for Professional Development**

Schoolwide: travel as identified in the Schoolwide/Improvement Plan (SWIP) or annual Schoolwide program evaluation for increasing student achievement.

Targeted Assistance: travel activities for Title I-A staff.

- **Supplies and Materials**

Schoolwide: as identified in the Schoolwide/Improvement Plan (SWIP) or annual Schoolwide program evaluation for increasing student achievement.

Targeted Assistance: supplemental instructional materials; progress monitoring tools; (screeners to determine who is eligible for TI-A supplemental services is not an allowable expense).

This area may include Parent and Family Engagement supplies if the LEA does not have a Parent and Family Engagement Set-Aside.

- **Capital Objects:**

Allocable, Reasonable and Necessary.

- **Homeless Set-Aside**

The amount is prepopulated from the Allocation and Set-Asides tab. Please provide a brief description of all MV/Homeless related costs. This can include transportation costs above normal costs to transport students back to school of origin, stipends/salaries for district liaisons, and any cost related to removing barriers for students to fully participate in their education. Please include any personnel (Job Title and FTEs) paid with Title I-A Homeless Set-Aside funds. Remember – all supports, services, and staffing amounts described should add up to the set-aside amount.

- **Parent and Family Engagement Set-Aside**

The amount is prepopulated from the Allocation and Set-Asides tab.

- **Equitable Services for Private Schools**

The amount is prepopulated from the Equitable Services Calculator if an LEA has any participating private schools.

- **Neglected Set-Aside**

The amount is prepopulated from the Allocation and Set-Aside tab. Please provide a



brief description expenses related to district/community day “At-Risk” drop-out prevention programming or Title IA type programming in partner neglected facility programs. Remember – all supports, services, and staffing amounts described should add up to the set-aside amount.

- **Indirect Costs**

It may be claimed if the LEA has an approved restricted indirect cost rate for 2020-2021. LEAs with an approved rate will see the rate shown next to the 800 object code.

It is essential to include and describe the planned expenditures for each Title I-A set-aside shown in the Title I-A Allocation & Set-Asides tab, such as homeless services, parent and family engagement activities, professional development both at the LEA and **school level**, etc. The expenditure descriptions must also align with the objectives and action strategies described in the Action Plan tab. The Allocation & Set-Asides tab and the Title I-A Budget tab *must* be in agreement.

Title I-A supplies and materials (instructional materials and consumables) should be limited to no more than 5% of the total. Title I-A capital objects (fixed assets) should also be limited to no more than 5% of the total.

Up to 10% of the Title I-A allocation may be budgeted for administrative costs, such as program director’s personnel costs, administrative travel, administrative supplies, and indirect costs, if applicable. Other special personnel costs such as seniority pay differentials may also be included as district-wide administrative costs in the Administration Set-Aside row. Additional information may be required if the LEA’s total administration set-aside including seniority pay differentials exceeds 10% of the total allocation. If the LEA is using general funds to administer the Title I-A program, please comment in the Comments Section of the CFSGA.

Action Plan Tab

Read all statements before marking “Yes” or “No” for each section. Explain any indicators marked “No” in the text box provided. Mark “NA” for any section that does not apply. Continue for each section under the Action Plan tab.

Homeless Education Tab

Prior year Title I-A Homeless Set-Aside funds and the number of identified MV students, submitted via ISEE, will be prepopulated for comparison purposes.

Your district should have accounting systems in place to expend and track Title IA Homeless Set-Aside related expenses.



MV related assurance questions & information:

- Enter the amount your district actually expended the previous year. Please contact your business/grant manager if you are not sure how much was expended. They should be able to provide you with this information.
- Mark how the Homeless Set-aside was determined. If you did not do a “Needs Assessment” or based the set-aside on previous year’s number and needs of students, please explain. [Link to Needs Assessment - Homeless Education Program and Title IA Funding \(FA12\)](#)
- Read all statements before marking “Yes” or “No” for each section. Explain any indicators marked "No" in the text box provided. Marking “No” will NOT prevent your district CFSGA from being approved.

Certification Tab

Read the assurances under this tab. These assurances include Title I-A federal program assurances and the assurance for the McKinney-Vento Homeless Education program. Complete the Electronic Signature section at the bottom of the page, which will date stamp and identify the person signing the assurances.

Charter School Participation

For federal program participation, charter schools within an LEA are to be considered in the same fashion as all other public schools in the LEA. Charter schools that have been designated as LEAs receive separate allocations and are not included in a local school LEA’s CFSGA.

Specific rules apply to participation by new charter schools and to charter schools that have significantly increased enrollment. LEAs may wish to contact an SDE program staff member for additional assistance about adequately serving charter schools. More detailed guidance concerning charter school participation in the CFSGA programs is available by contacting an SDE program contact person or by accessing the link for [Charter Schools Non-regulatory Guidance](#) and [Charter Schools Program Title V, Part B Non-regulatory Guidance](#).



TITLE I-C – MIGRANT EDUCATION PROGRAM

For training materials, including step-by-step instructions, see the slide deck and handouts available on the Federal Programs [CFSGA Workshop Tour Event website](#).

Overview

The purposes of the migrant education program are to:

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

Allowable Activities

In relation to Migrant expenditures, Section 1306(b) requires that:

- Activities and services funded must comport with the results of the comprehensive statewide needs assessment (CNA) and the requirements of the comprehensive service delivery (SDP) plan. (Identified in the Strategies and MPOs section of the CFSGA.)
- Local Education Agencies (LEAs) must first use MEP funds to meet the identified needs of migrant children that result from their migrant lifestyle and to permit these children to participate effectively in school.
- In general, LEAs must use MEP funds to meet the needs of migrant children that are not addressed by services available from other Federal or non-Federal programs.
- MEP funds must be used to **FIRST** provide services to migratory children who are failing, or most at risk of failing, to meet the State’s challenging State content standards and State student performance standards or who have dropped out of school, and who have



made a qualifying move within the previous year. These Migrant students are identified as “Priority for Services” or PFS.

Types of Services

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

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

TITLE II-A: SUPPORTING EFFECTIVE INSTRUCTION

Overview

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

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



principals, and other school leaders. (2001)

Allowable Activities

- Providing innovative professional development activities that improve the knowledge of teachers and principals, and, where appropriate, paraprofessionals;
- Tenure reform, merit pay, and testing of elementary and secondary school teachers in the subject areas taught by such teachers;
- Recruiting, hiring, and retaining effective teachers, principals, and pupil services personnel; including scholarships, signing bonuses or other financial incentives, such as differential pay; and mentoring to teachers and support for novice teachers and principals;

Major Features of Title II-A

- Flexibility - Allows LEAs flexibility to allocate funds among professional development, mentoring, and other teacher quality activities.
- Addresses All-Academic Subject Areas - There is no priority for any particular curricular area (i.e., mathematics and science). Activities and expenditures must be based on the results of a local needs assessment.
- Needs Assessment - LEAs must conduct an assessment of local needs for professional development and hiring, as identified by LEA and school staff. The needs assessment is required to be conducted with the involvement of teachers, including teachers participating in programs under Title I-A. The assessment must take into account, among other things, the activities that need to be conducted to give teachers the means, including subject matter knowledge and teaching skills, to provide students with the opportunity to meet challenging State and local student academic achievement standards.
- Local Uses of Funds - In addition to teacher preparation, training, and professional development, allowable local activities include teacher and principal recruitment and retention initiatives, signing bonuses and other financial incentives, teacher and principal mentoring, reforming tenure systems, merit pay, teacher testing, and pay differentiation initiatives.
- Class-Size Reduction - Title II, Part A funds may be used to reduce the class size if the initiative has been based on a needs assessment and meets the criteria listed below which have been established by scientifically based evidence and research.

The impact on student achievement must be measurable.

1. Based on a Needs Assessment



2. Reduces Class to 17 or fewer students
3. In grades K-3
4. Taught by a properly endorsed and certified teacher with a history of success
5. School with at-risk population of students
6. Reduced class size for cohort group of students for at least two years

Private Schools

Private school teachers may participate on an equitable basis with public school teachers in professional development activities under Title II-A. However, private schools may not participate in class size reduction activities.

STATE ENGLISH LEARNER (EL) AND TITLE III-A LANGUAGE INSTRUCTION FOR EL AND IMMIGRANT STUDENTS

Overview

For the State EL program, a student may be considered as EL, if they have a home language other than English and score below a 5.0 Composite proficiency level and 4.0 each domain test on a state-approved English language proficiency assessment screener test. All students who qualify for services (L1, LE, EW) and take the annual English language proficiency assessment (ACCESS 2.0) are counted for state and federal funding purposes. However, the U.S. Department of Education has clearly stated that no students can receive funds if they have exited the EL program (X1, X2) and are on the two-year federally mandated monitoring status.

Program Purposes

State EL funding enables LEAs to provide core English Language Development (ELD) services required under Title VI of the Civil Rights Act of 1964 to provide “core language instruction educational programs and services for limited English learner students.” The EL program must meet LAU (1974) requirements which state “Under these state-imposed standards there is no equality of treatment merely by providing the same facilities, textbooks, teachers and curriculum for students who do not understand English effectively.” And Castañeda (1981) requirement which includes a three-part test formulated by the Fifth Circuit Court of Appeals. The three-part test includes the following criteria:

- 1) It must be based on “a sound educational theory.”
- 2) It must be “implemented effectively,” with adequate resources and personnel.
- 3) After a trial period, it must be evaluated as effective in overcoming language barriers.

State EL Allocation

The State EL program allocation is determined annually by the Legislature. The budget is finalized by the end of the Legislative session and funds are appropriated into the SDE budget. The SDE administers and distributes State EL program funding. The number of EL students tested



during the annual ACCESS 2.0 assessment determines LEA allocations. Data Recognition Corporation (DRC) reports the EL student count by LEA annually to the SDE in May. EL status X1 and X2 students are not included in the calculations for funding. LEAs are notified of their preliminary allocation in April and final allocations in late May. LEAs do not need to request State EL funds specifically, as funds are distributed by the end of October to each LEA with an approved State EL plan.

TITLE III-A - LANGUAGE INSTRUCTION ENGLISH LEARNERS AND IMMIGRANT STUDENTS

Overview

Title III-A provides LEAs with extra resources to help improve English language and academic content instruction for English Learners (EL) students to ensure these children have the same opportunity as other children to meet challenging State and local linguistic and academic standards. LEAs must use Title III-A funds for activities that are based on scientifically-based research, which means they have been proven to be effective in meeting the needs of this particular population of students.

Program Purposes

To ensure that EL students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.

To assist State educational agencies and local educational agencies to develop and enhance their capacity to provide and sustain high-quality instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instruction settings.

- To promote parental and community participation in language instruction educational programs for the parents and communities of English learners.
- To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Funding

Funds are allocated to LEAs through a non-competitive sub-granting formula which is based on the number of EL students tested during the annual English language proficiency assessment (ACCESS 2.0, Alternate ACCESS). Data Recognition Corporation (DRC) reports the EL student



count by LEA annually to the SDE in May. EL status X1 and X2 students are not included in the calculations for funding. LEAs are notified of their preliminary allocation in April and final allocations late May. LEAs use Title III-A funds to implement language instruction educational programs designed to help EL students achieve local and State linguistic and academic standards. Funds are also used to provide high-quality professional development in language acquisition to all staff working with EL students.

TITLE III-A IMMIGRANT FUNDS

LEA eligibility for Title III-A Immigrant funds is calculated according to the following formula: a significant increase of immigrants reported, over the average increase of immigrants in the LEA in the past two years. Only LEAs that qualify for Immigrant funds will be eligible to apply for funding by submitting an application. These funds will be allocated through a competitive grant process.

Accountability

State educational agencies (SEAs), local educational agencies (LEAs), and schools are accountable for increasing the English proficiency and core academic content knowledge of EL students.

TITLE IV-A STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Overview

Title IV-A priorities

- ✓ Providing a well-rounded education
 - ✓ Supporting safe and healthy students
 - ✓ Supporting the effective use of technology
-
- Allocations to Local Education Agencies (LEAs- school LEAs/charter schools) include a base amount of \$10,000, with the remainder pro-rated based on an LEA's Title I, Part A allocation from the previous year.
 - Any LEA receiving a formula allocation above \$30,000 must conduct a needs assessment (every three years) AND expend 20% of its grant on safe and healthy school activities and 20% to provide a well-rounded education. The remaining 60% of the money can be spent on all three priorities (including technology).
 - There is a 15% spending cap for technology devices, equipment, software and digital content for all LEAs.



- If an LEA receives an allocation below \$30,000, the needs assessment is not required nor are the specific allocations for safe and healthy students or well-rounded education. However, the LEA must expend funding on one of the three priorities. Regardless of the allocation, the 15% spending cap on technology devices, equipment, software, and digital content still applies.
- Multiple LEAs may apply as a consortium through a single application.

LEA Applications

LEA Applications Must Include:

- A description of how the application was developed through consultation with parents and stakeholders.
- A description of the activities and programming specific to the IV-A priorities.
- A description of the partnerships related to the activities and programming.
- A description of how funds will be used to support the IV-A priorities listed above including program objectives and intended outcomes.
- How the LEA will conduct a periodic evaluation of effectiveness

Assurances (including, but not limited to)

- LEAs will prioritize the distribution of funds to schools based on the greatest needs, including
 - Students from families below the poverty level
 - Neglected and delinquent students
 - Students in foster care
 - Are identified for comprehensive support
 - Are identified for targeted support
 - Are persistently dangerous

Title IV-A Priorities	Example Activities / Programs
Provide all students with access to a well-rounded education >\$30K = needs assessment and 20% in this category	<ul style="list-style-type: none"> • Focus on underserved sub-populations • Establish new, or strengthen existing high-quality courses (music, art, foreign languages, Advanced Opportunities support, college advising, history, physics, environmental education, civics, STEM, field trips) • Professional development for teachers • Expeditionary learning events (focus on nature, culture, geography, Idaho history, college campuses, libraries, etc.)
Improve conditions for student learning	<ul style="list-style-type: none"> • Reduction of exclusionary discipline • Evidence-based mental health awareness programs



Title IV-A Priorities	Example Activities / Programs
>\$30K = needs assessment and 20% in this category	<ul style="list-style-type: none"> • Staff training around community resources for mental health services • De-escalation of crisis situations • School-based counseling / mental health programs • Health and safety practices in school / athletic programs • Student safety/violence prevention through effective communication • Bullying prevention • Suicide prevention
Improve the use of technology to improve the academic achievement and digital literacy of all students All LEAs = 15% cap on software, equipment & devices	<ul style="list-style-type: none"> • Universal design for learning integration • Supporting teachers to use data to inform instruction • Provide rural and remote areas access to high-quality digital learning opportunities • Effective integration of technology and open educational resources • Digital literacy/citizenship

For more information on Student Support and Academic Enrichment Grant see resources at <http://sde.idaho.gov/federal-programs/ssae/>.

FUNDING TRANSFERABILITY (TITLE V-A)

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

An LEA may transfer funds:

FROM (*further referenced as a sending program*)

Title II-A Supporting Effective Instruction

Title IV-A Student Support and Academic Enrichment

TO (*further referenced as a receiving program*)

Title I-A Improving Basic Programs

Title I-C Education of Migratory Children

Title I-D Neglected and Delinquent

Title III-A English Language Acquisition

Title V-B Rural Education Program



HOW IT WORKS IN THE CFSGA

Once you click on the Title V-A Funding Transferability tab (left navigation menu), you'll see a table with several options (transferred to and from). In the table, provide the total amount of transferred funds to and from each eligible program.

Please note, the transferability effects three areas:

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

HOW IT WORKS IN THE GRA

Please note, the transferability ONLY moves the funds between programs in the CFSGA for budgeting purposes.

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

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

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



LEA's IFARMS code	261	251
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Example#2: An LEA is transferring \$10,000 from II-A to I-C. Both: In the GRA, the Title II-A and Title I-C allocations **remain the same** because the GRA may not mix two different grants together.

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

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

TITLE V-B RURAL EDUCATION PROGRAM

Program Purposes

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

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

Eligibility

An LEA is eligible if:

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



income poverty estimate data (SAIPE Data).

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

Funding

Allocations are made according to a formula based on the number of students in average daily attendance reported in the fall of 2018 served by the eligible LEAs.

Projects/Use of Funds Tab

Please select all radio buttons that apply to your application as to which activities you will be using your RLIS funds. You will then need to complete Activities Description and Measurable Goals narrative boxes for each allowable use of funds. Please be specific when completing the narratives and make sure goals are attainable.

Budget Tab

Your allocation will be prepopulated for you if you are receiving RLIS funds. You will use the new carryover calculator to add in your carryover. Enter planned expenditures for each object code. If you are unsure how a specific expense should be classified, check with the LEA business manager.

Evaluation Tab

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

Supporting Documents Tab

Use this tab to upload supporting documents for goals met. Examples: meeting sign-in sheets, professional developments registration receipts, and agendas, student data, etc.



CONTACT INFORMATION

Program Area	Program Contacts
Federal Programs	Karen Seay, Director (208-332-6978) kseay@sde.idaho.gov
Title I-A Improving Basic Education	Brandy Diaz Scott, Coordinator (208-332-6891) bdiazscott@sde.idaho.gov
Title I-C Migrant Education	Sarah Seamount, Coordinator (208-332-6958) sseamount@sde.idaho.gov
Title II-A Supporting Effective Instruction/ Educator Effectiveness	Kathy Gauby, Coordinator (208-332-6889) kgauby@sde.idaho.gov
Title III-A Language Instruction for English Learners & Immigrant Students	Maria Puga, Coordinator (208-332-6905) mpuga@sde.idaho.gov
Title IV-A Student Support and Academic Enrichment	Brandy Diaz Scott, Coordinator (208-332-6891) bdiazscott@sde.idaho.gov
Title I-D Neglected, Delinquent, or At-Risk	Suzanne Peck, Coordinator (208-332-6904) speck@sde.idaho.gov
Title V-B Rural Education Program	Lisa English, School Improvement, and Rural Education Specialist (208-332-6911) lenglish@sde.idaho.gov
Title IX-A Homeless Children and Youths	Suzanne Peck, Coordinator (208-332-6904) speck@sde.idaho.gov
School Improvement	Tyson Carter, Coordinator (208-332-6917) tcarter@sde.idaho.gov
Family and Community Engagement (FACE)/ Foster Care	Jill Mathews, Coordinator (208-332-6855) jmathews@sde.idaho.gov
Funding and Fiscal Accountability	Alexandra McCann, Coordinator (208-332-6900) amccann@sde.idaho.gov
Equitable Services Ombudsman School Choice	Michelle Clement Taylor, Coordinator (208-332-6963) mtaylor@sde.idaho.gov