

# Title I

## 2018-2019

### Application Instructions



Link to application: <https://eui.ped.state.nm.us/sites/ESEAConApp/default.aspx>

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## QUESTIONS?

New Mexico Public Education Department  
Title I Bureau  
120 South Federal Place  
Room 201  
Santa Fe, NM 87501  
(505) 827-1402  
Fax (505) 827-1826

Visit our web site for more information and staff directory.

<http://ped.state.nm.us/ped/Title1index.html>

# Introduction to the Title I Application System



## *What's New this year?*

### ❖ **Consolidated Application:**

In effort to make the application process for federal funds more streamline for school districts and charter schools, the Public Education Department has consolidated Title I, Title II and Title III applications into one application process. As part of this streamlined process, you will need to answer the questions below.



## *Before you start:*

### **Tips for using the Title I Application System**

Please refer to the Title I webpage Title I Bureau guide for information on programs:

<http://ped.state.nm.us/ped/Title1.index.html>

#### **1. Internet Explorer**

The Title I application is built on a Microsoft platform. The application operates optimally in Internet Explorer.

#### **2. Save**

Use the SAVE button frequently. After each module entry, click the SAVE button. Modules build upon each other so information from one must be saved in order for the next module to be fully functional.

#### **3. Complete each module in order**

The modules build upon each other. Completing them in numerical order will prevent errors within the process.

#### 4. Dynamic budget table

You will see the dynamic budget table in the block overview. It will change as you complete each module. As funds are budgeted within each module, the balance will decrease. *Please Note: Fields that are “greyed out” will self-populate as the application gets completed.*

#### 5. Module entry

Modules are entered by clicking on the “Module tabs” located beneath the District Title I Representative information.

The screenshot shows a web application interface for entering Title I Grants Coordinator information. The form includes the following fields:

- SchoolYear: 2018-2019
- District: CAPITAN MUNICIPAL SCHOOLS
- Title1FirstLastName: Thea Guerin
- Title1EmailAddress: mailto:Thea.Guerin@State.nm.us
- Title1PhoneNumber: 505-827-1828
- Title1SummerContactNumber: 575-937-2390

Below the form, there is a toolbar with the following buttons: Save, Cancel, Paste, Copy, Delete Item, and Spelling. At the bottom of the form, there are five module tabs: Module 1-7, Module 8.1-8.6, Module 9-13, Module 14-16, and RLIS. An arrow points to the Module 1-7 tab.

After clicking on the appropriate “Module Tab” you will enter specific modules through the link [Add New Item - No more than one entry](#). After that, if you need to re-enter the module to edit, you will use the icon. There will also be times when you save one record and enter another by clicking on the [Add New Item - Multiple entries may be required](#) link to add more records.

#### 6. Mandatory modules

The modules that are required by every district and state charter are denoted by **(Required)** next to the module name and in the Table of Contents.

#### 7. Tool bar



This tool bar will be located at the top of each module. It can be used in addition to, or in place of, the **Save** and **Cancel** buttons in the modules. Using the **Delete Item** button within a module will allow you to delete the record and start over.

#### 8. User Name and Password

Each district will have one user name and one password. It is best if only one authorized user is accessing the application at a time. The system will only save one user’s work at a time, and having multiple people in at the same time will cause system errors.



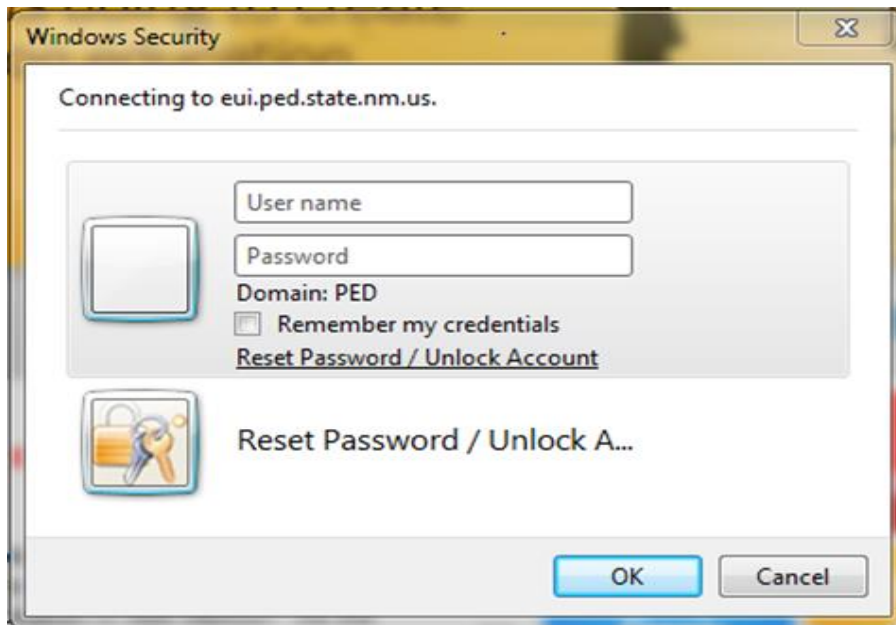
**Note:** State charters must input dollar amounts and descriptions using the various modules that best align with their program (ex. use module 8.4 for professional development). Most state charters use 8.6 – other to allocate their funds and describe the use of their funds. Module 14 will also need to be filled out as a summary of the overall program. You will need to put at least \$1 for the amount in module 14. Be sure to hit save within each module and when you hit the submit button.



# Title I Application: Step 1

## *Entry into the Application System*

<https://eui.ped.state.nm.us/sites/ESEAConApp/default.aspx>




Your username and password are provided by Clarissa Perea at [clarissa.perea@state.nm.us](mailto:clarissa.perea@state.nm.us) or (505) 827-1402. Please contact her if you are having difficulty accessing the system.


## Accessing the Title I Application

1. Click on Edit icon  next to the District name.

 516	ABQ SCHOOL OF EXCELLENCE	2018-2019	State Charter
---	--------------------------	-----------	---------------



2. To access the Title I application click on edit icon  located underneath the District Representative –Title I category heading.

DistrictCode	040					
District Code						
District	CAPTAN MUNICIPAL SCHOOLS					
District Name						
DistrictType	State District					
Type of District						
Created at 1/19/2018 9:28 AM by Mahesh Reddy	Cancel					
Last modified at 1/19/2018 9:30 AM by Mahesh Reddy						
<b>Title I II III Cross Program Questionnaire</b>						
Edit	District ▼					
Needs Assessment & NM-DASH	Consultation					
GroupsIncluded_ConsultationProcess	TeacherQuality & Equity					
Support for CSI/TSI and MRI Schoc						
CAPITAN MUNICIPAL SCHOOLS						
<b>District Representative - Title I</b>						
Edit_ButtonI	SchoolYear	Title1FirstLastName	Title1EmailAddress	Title1PhoneNumber	Title1SummerContactNumber	Title1Status
	2018-2019					In Process



## Module 1 (Required): Title I District Representatives

1. Fill out the contact information for your district's Title I Representative.
2. Then click **Save**.

Day School Rd, Espanola, NM 87532

SchoolYear *	2018-2019 ▼
District *	CAPTAN MUNICIPAL SCHOOLS ▼
Title1FirstLastName	Thea Guerin Enter Title I Grants Coordinator First and Last Name
Title1EmailAddress	mailto:Thea.Guerin@State.nm.us Enter Title I Grants Coordinator Email Address
Title1PhoneNumber	505-827-1828 ###-###-#### Title I Grants Coordinator Phone Number
Title1SummerContactNumber	575-937-2390 ###-###-#### Title I Grants Coordinator Summer Contact Number
Version: 18.0	
Created at 1/19/2018 1:08 PM by Mahesh Reddy	
Last modified at 3/26/2018 3:44 PM by Thea Guerin	
	Save Cancel

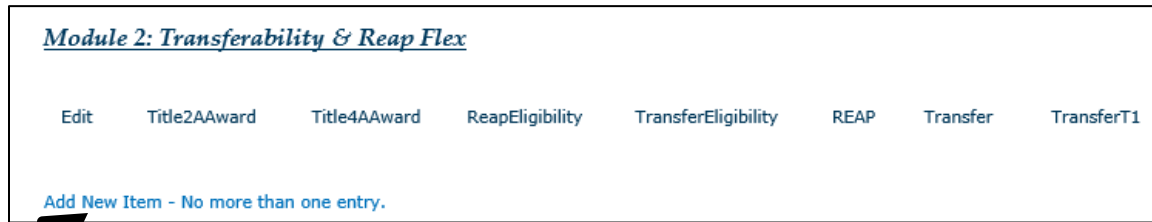




# Title I Application: Step 2

## Module 2 (Required): Transferability and Reap Flex

1. To access Module 2 click “Add New Item-No more than one entry” link.



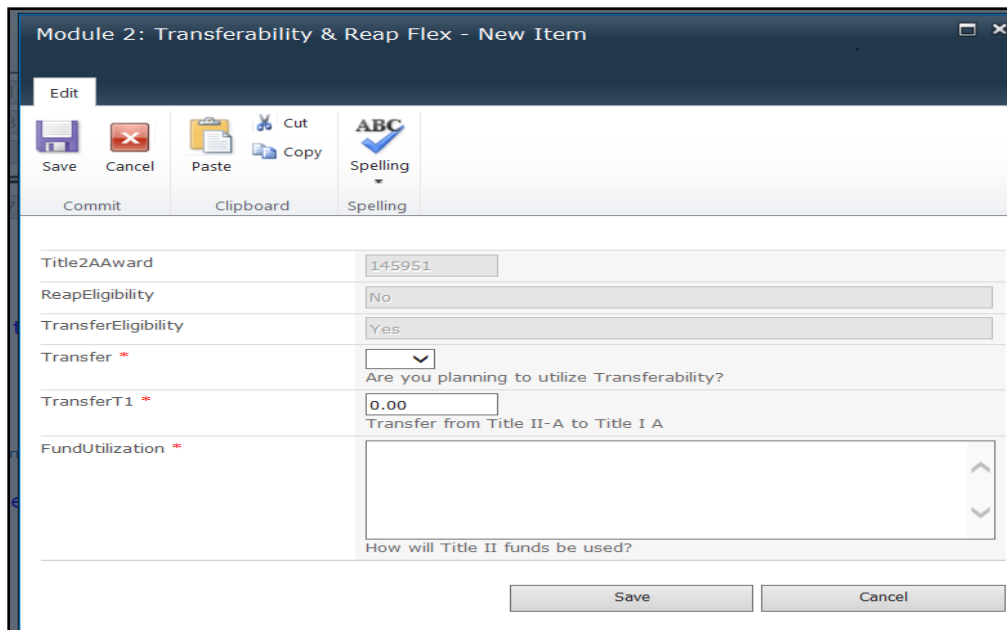
Module 2: Transferability & Reap Flex

Edit Title2AAward Title4AAward ReapEligibility TransferEligibility REAP Transfer TransferT1

[Add New Item - No more than one entry.](#)



2. Use the drop down menu to report whether you will be transferring funds or not. If you are transferring funds, report how much you will be transferring (even if it is zero) and how the transferred funds will be used.



Module 2: Transferability & Reap Flex - New Item

Edit

Save Cancel Paste Copy Spelling

Commit Clipboard Spelling

Title2AAward 145951

ReapEligibility No

TransferEligibility Yes

Transfer \* [Dropdown]

Are you planning to utilize Transferability?

TransferT1 \* 0.00

Transfer from Title II-A to Title I A

FundUtilization \*

How will Title II funds be used?

Save Cancel

3. Under transferability, districts can transfer up to 100% of applicable funds. Please contact the PED Educator Quality Bureau prior to completing this module to inform them of your plans to exercise the transferability option.




**NOTE:** Although Modules 2 through 3.1 **cannot** be deleted, they can be edited. If changes are made in any of these Modules (Modules 2-3.1) you will need to go back into each Module and click save in order for the dynamic table to properly calculate the fields.

# Title I Application: Step 3

## Module 3: Private School Equitable Services



*If there are no participating private non-profit schools, do not complete the module.*

1. To access Module 3, click on the edit icon. 
2. Enter the total number of students from low-income families residing in participating Title I school attendance areas and attending either a participating Title I public school or a participating private non-profit school.

TitleIA	<input type="text" value="0"/>
TitleIIA	<input type="text" value="0"/>
TransferT1	<input type="text" value="0"/> Transfer from TitleIIA to TitleIA
ChildCount *	<input type="text" value="0"/> Enter the total number of students from low income families residing in participating Title I school
PrivateLowIncomePCT	<input type="text" value="0.0000"/>
SumLowIncomeStudents	<input type="text" value="0"/>
ProportionateFunds	<input type="text" value="0.00"/>
SumAdminCosts	<input type="text" value="0.00"/>
PrivateSchoolTotal	<input type="text" value="0.00"/>



**NOTE:** Be sure to include only students from participating Title I schools in the count. To be included in the count, students attending private non-profit schools must live in the attendance area of a participating district Title I public school. Students who live outside of the district should not be counted. Please contact Brigette Russell at (505) 827-1819 or [brigette.russell2@state.nm.us](mailto:brigette.russell2@state.nm.us) for information.

**NOTE:** Amounts entered in Module 3.0 will not calculate until information is also entered into Module 3.1.

# Title I Application: Step 3 (cont.)

## Module 3.1: Private School Criteria



If there are no participating private non-profit schools, do not complete the module.

1. In the drop down menu select the appropriate participating private non-profit school. If a school is not listed, please select MISC PRIVATE. **Create a new entry for each participating private non-profit school.**

PrivateSchoolCriteria - New Item

Save Cancel Paste Copy Attach File Spelling

Commit Clipboard Actions Spelling

PrivateSchool \*\* [dropdown]

LowIncomeStudents \*\* 0  
Enter total number of eligible private school students from low-income families in attendance at this private school.

PrivateLowIncomeStudents %

PrivateSchoolFunds

AdministrativeCosts \*\* 0.00  
Enter the amount the district will set aside to administer the private school Title I program.

PrivateSchoolTotal

Criteria \*\*

What criteria were used to determine low income eligibility?

Save Cancel

2. Enter the number of low income students who attend the private non-profit school and who live in the attendance area of a participating district Title I public school. Students who live in the attendance area of non-Title I schools, or who live outside the district, should not be counted.
3. The district is allowed to set aside a reasonable amount to administer the private non-profit program at each participating school.
4. Describe the criteria the district used to determine low-income eligibility for the private non-profit students.
5. After initially saving 3.1, any subsequent changes in module 3.1 will require a page “refresh” so that the numbers in module 3 will be recalculated.



**NOTE:** Use comparable poverty thresholds to determine low income for private schools.

# Title I Application: Step 4

## Module 4 (Required): District Level Administrative Staff



- ❖ The first question applies only if there is a principal or superintendent who also serves as the district's Title I director. *This does not apply to assistant superintendents.*
- ❖ **See Appendix 1** for considerations regarding Title I support for superintendents, principals, business managers, and business office staff.

Module 4 District Level Admin Staff, Superintendents, Principals or Business Staff

Edit

Save Cancel Paste Copy Spelling

Commit Clipboard Spelling

SalarySupport \*  Yes  No  
Are Title I funds being used to support any portion of a superintendent's or building administrator's salary to serve as the District Title I Director?

BusMgrComp \*  Yes  No  
Are Title I funds being used to support any portion of the salary or additional compensation for a business manager?

BusOfficeSupport \*  Yes  No  
Are Title I funds being used to support any portion of the salary or additional compensation for business office support?

Support\_Rationale \*


If Title I funds are being used to support any portion of a

# Title I Application: Step 4 (cont.)

## **Module 4.1: District Level Administrative Staff**

1. Report the district level administrative positions, their locations, and functions or duties which will be funded through Title I District set-aside funds. Check all boxes that apply.

PositionLocation *	<input type="text"/> Select the location.
Position_Title *	<input type="text"/> Select Position Title
FunctionsDuties *	<input type="checkbox"/> Administrative Support (HR, Clerical and bookkeeping) <input type="checkbox"/> After School Support <input type="checkbox"/> Career and College Readiness Program Support <input type="checkbox"/> Charter School Support <input type="checkbox"/> Data Support <input type="checkbox"/> Early Childhood Program Support <input type="checkbox"/> Math Specialist <input type="checkbox"/> Neglected and Delinquent Program Support <input type="checkbox"/> Parent and Community Involvement Support <input type="checkbox"/> Private School Support <input type="checkbox"/> Professional Development <input type="checkbox"/> Program Compliance and Monitoring
PARsCertifications *	<input type="radio"/> Yes <input checked="" type="radio"/> No Are time and effort certifications/personnel activity reports (PARs) on file for administrative staff paid out of ESSA funds?
%FTE_Title_I *	<input type="text" value="0"/> Percent of Title I Fund Sources for FTE.

2. Each time you make an entry, you will be redirected to the module overview page. If you are entering more than one position, you will click the link [Add New Item - Multiple entries may be required](#). If you need to edit an entry, you will need to click on the  icon in front of the entry.
3. FTE totals must equal 100% in this module.

# Title I Application: Step 4 (cont.)

## **Module 4.2: District Level Administrative Costs**

1. Report amount of Title I funds that will be allocated for administrative expenditures through Title I District set aside funds and describe the expenditures. **For additional guidance please see Appendix 1.**

The screenshot shows a web-based form titled "District Level Administrative Costs - New Item". The form has a dark blue header with a "Commit" button. Below the header is a toolbar with icons for Save, Cancel, Paste, Copy, Attach File, and Spelling. The form fields are:

- Title1A \***: A text input field containing the number "0".
- AdministrativeAmt \***: A text input field containing the number "0". Below it is the instruction: "Enter Administrative Fund Set-Aside from Title I Part A."
- AdministrativeDetail \***: A large text area for describing administrative expenditures. Below it is the instruction: "Describe the administrative expenditures from Title I funds. Attach additional pages if necessary in module 16."
- AdminPool \***: A radio button selection with "Yes" and "No" options. The "No" option is selected. Below it is the question: "Does the District choose to consolidate its ESSA administrative funds in a consolidated administrative pool?"

At the bottom of the form are two buttons: "Save" and "Cancel".

2. See pages 11-12 of the Title I Bureau Guide for descriptions of consolidated administrative pool. <https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/Title-I-Bureau-Guide-2017-18-REV-11-BR-2017.10.30.pdf>

# Title I Application: Step 5

## Module 5 (Required): Program Consultation and Program Planning

Module 5: Program Planning - New Item

Edit

Save Cancel Paste Cut Copy Spelling

Commit Clipboard Spelling

ProgramPlanFunding \*

Describe the process the district used to determine how Title I funds are to be utilized. Be specific regarding needs assessments, review of available data and research. Attach additional documents as needed in module 16.

SchoolRankOrder \*

Option 1 - Use direct certification pre-multiplier data for all schools.  
 Option 2 - Use direct certification pre-multiplier data for CEP schools AND free lunch applications only for non-CEP schools.  
 Option 3 - Use direct certification post-multiplier data for CEP schools AND free/reduced applications for non-CEP schools.  
 Option 4 - Use direct certification post-multiplier data for all schools.  
 Specify your own value:

Select the option/method used to rank order schools by poverty level.

SnapshotDate \*

40 Day  
 80 Day

1. Describe the process that the district used to determine how Title I funds are to be used. Be specific regarding needs assessments, review of available data and research, and align with NM DASH 90-Day plans. Attach additional documents as needed to Module 16.
2. Select the method your district used to rank order schools based on poverty levels.
3. Select the date of the data used to rank order schools. One date must be selected for all schools including District charters.



**NOTE:** Please see Appendix 2 for guidance on “Use of Feeder Patterns to Determine Poverty percentages for Secondary Schools”.

The Direct Cert Match list for Title I Rank Ordering report and the Title IA Summary Report are both in STARS. Poverty data on the NMPED Student Success and Wellness Bureau can be accessed at [uploads/2018/02/October-Free-Reduced-Lunch-Data-Report-SY-17-18.pdf](https://www.nmped.org/uploads/2018/02/October-Free-Reduced-Lunch-Data-Report-SY-17-18.pdf).

# Title I Application: Step 6

## Module 6: MRI, CSI, TSI Support



MRI, CSI, TSI Support is a new module to identify Title I resources being made available to schools designated More Rigorous Interventions (MRI), Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). Only evidenced-based interventions, programs, practices and strategies that meet the ESSA tiers of evidence will be approved. See Appendix 4 for information regarding evidence based interventions.

1. To access Module 6, click on the “Add MRI CSI TSI funds” link.
2. Use the drop down menu to select a school. If there are multiple schools, select one school at a time.
3. Enter the amount that the District will set aside for the identified school.
4. Describe how funds will be used to support evidence based interventions for the school.

5. Save information using the “Save” function. Then select additional schools as needed.



**NOTE:** You will need to compare the schools that are listed in Module 6 with those listed in Module 14 to ensure that schools listed in Module 6 are eligible for Title I funding.



# Title I Application: Step 7

## Module 7: Indirect Cost Rates

1. Choose whether your district will claim indirect costs for the administration of Title I.
2. If you answered “yes” to indirect costs, enter your fixed asset amount (equipment > \$5,000), if applicable. That amount must be either 0 or greater than \$5,000.

Module 7: Indirect Cost Rates – New Item	
Edit	
Save	Cancel
Paste	Cut
Clipboard	Copy
Commit	Spelling
T1PartA	3250488
T1PartD	22268
FixedAssets *	0 Enter amount from fixed assets >\$5,000 line item in OBMS budget.
IndirectCostRate	2.26000
IndirectYN *	<input checked="" type="radio"/> Yes <input type="radio"/> No Will the District claim Indirect Costs for Title I?
Save Cancel	

# Title I Application: Step 8

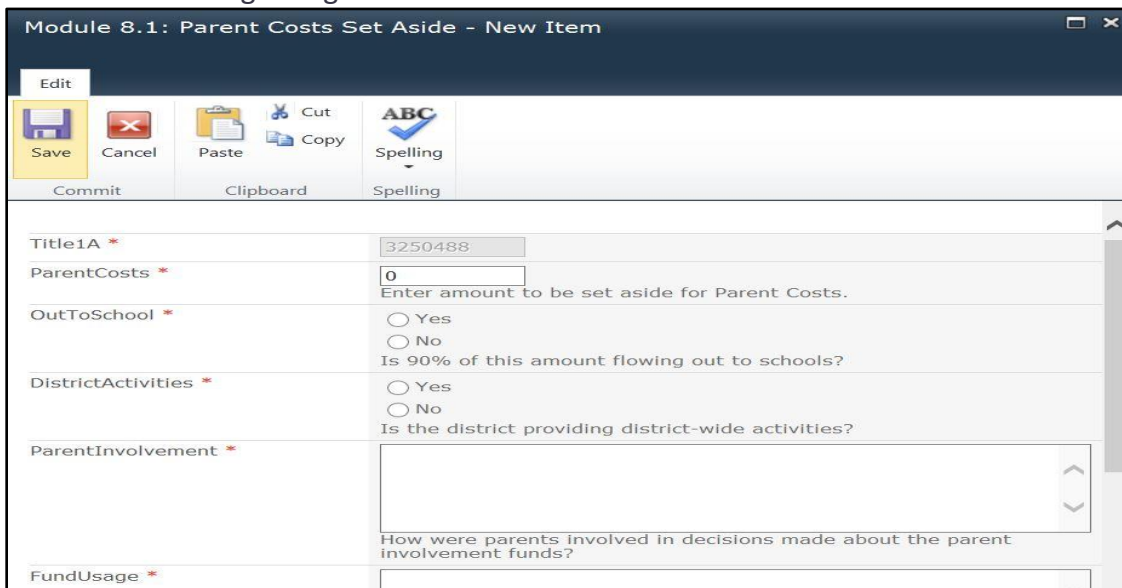
## Module 8.1: Parent/Family Engagement Costs Set Aside

1. To access Module 8 click on the tab entitled "Module 8.1-8.6".



2. Report the amount being applied towards parent costs. LEA's with Title I awards greater than \$500,000 must set aside at least 1% for parent/family engagement activities.
3. Describe how the District involved community members in making decisions about how parent/family engagement funds will be used.
4. Describe how Title I parent/family engagement funds will be used for parent/family engagement in schools in the District. Refer to page 8 in the Title I Bureau guide for requirements.

\*Only evidenced-based interventions, programs, practices and strategies that meet the ESSA tiers of evidence will be approved. See Appendix 4 for information regarding evidence based interventions.

A screenshot of a web form titled "Module 8.1: Parent Costs Set Aside - New Item". The form has a dark blue header with a window icon and a close button. Below the header is a toolbar with icons for Save, Cancel, Paste, Copy, Spelling, and Commit. The form fields are:

- Title1A \*: 3250488
- ParentCosts \*: 0
- OutToSchool \*: Radio buttons for Yes and No. Text: "Enter amount to be set aside for Parent Costs."
- DistrictActivities \*: Radio buttons for Yes and No. Text: "Is 90% of this amount flowing out to schools?"
- ParentInvolvement \*: Text area. Text: "Is the district providing district-wide activities?"
- FundUsage \*: Text area. Text: "How were parents involved in decisions made about the parent involvement funds?"

5. Indicate whether schools have a current parent compact in place and whether district and school level family engagement policies are in compliance with Title I Section 1116.

SchoolParentCompact *	<input type="radio"/> Yes <input checked="" type="radio"/> No Do schools have current parent compacts that meet the requirements of Section 1116?
DistParentPolicy *	<input type="radio"/> Yes <input checked="" type="radio"/> No Does the district have current district and school level parent involvement policies that meet the requirements of Section 1116?
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	



Please contact Leah Johnson at (505) 827-3706 or [leah.johnson@state.nm.us](mailto:leah.johnson@state.nm.us) for information on Title I Family Engagement and contact Gloria Ruiz at (505) 469-2645 or [Gloria.Ruiz@State.nm.us](mailto:Gloria.Ruiz@State.nm.us) for more information on the NMPED Family Engagement tool kit.

**NOTE:** Please click on the following link on family engagement <http://nmengaged.com/>

# Title I Application: Step 8 (cont.)

## Module 8.2: Summer School Set Aside

1. Report the amount being set aside for summer school programs.
2. Describe eligibility criteria and provide a description of the program.  
Only evidenced-based interventions, programs, practices and strategies that meet the ESSA tiers of evidence will be approved. See Appendix 4 for information regarding evidence based interventions.

The screenshot shows a software window titled "Module 8.2: Summer School Set Aside - New Item". At the top, there is a toolbar with icons for Save, Cancel, Paste, Copy, and Spelling. Below the toolbar, the form has four main sections: "Title1A" with a text box containing "17965"; "SummerSchool" with a text box containing "0" and a prompt "Enter amount to be set aside for Summer School."; "Eligibility" with a large text area and a prompt "Provide criteria used to establish student eligibility for Summer School programs."; and "Program" with another large text area and a prompt "Describe the content of the Districts Summer Programs.". At the bottom right, there are "Save" and "Cancel" buttons.

## Module 8.3: After School Program

1. Report the amount being set aside for after school programs.
2. Describe eligibility criteria and provide a description of the program.  
Only evidenced-based interventions, programs, practices and strategies that meet the ESSA tiers of evidence will be approved. See Appendix 4 for information regarding evidence based interventions.

The screenshot shows a software window titled "Module 8.3: After School Program Set Aside - New Item". It has a similar layout to the previous form, with a toolbar at the top. The form sections are: "Title1A" with "17965"; "AfterSchool" with "0" and a prompt "Enter amount to be set aside for After School Programs."; "Eligibility" with a text area and a prompt "Provide the criteria used to establish student eligibility for the District's After School Program."; and "Program" with a text area and a prompt "Describe the content of the Districts After School Program (i.e. enrichment, reading/math support, arts, science, etc.)". "Save" and "Cancel" buttons are at the bottom right.

## Title I Application: Step 8 (cont.)

### Module 8.4: Staff Development Set Aside

1. Report the amount being set aside for staff development.
2. Describe staff development that will be provided.  
Only evidenced-based interventions, programs, practices and strategies that meet the ESSA tiers of evidence will be approved. See Appendix 4 for information regarding evidence based interventions.

Module 8.4: Staff Development Set Aside - New Item

Edit

Save Cancel Paste Copy Attach File Spelling

Commit Clipboard Actions Spelling

Title1A \* 17965

StaffDevelopment \* 0  
Enter amount to be set aside for Staff Development.

Activities \*  
Describe the types of staff development opportunities that will be provided.

Save Cancel

### Module 8.5: School Climate and Culture

This Module describes district set aside expenses focused on improving school climate and culture. The School Safety module expenses foster safe, healthy and supportive school environments. **Please see Appendix 3 for additional guidance.**

1. To access Module 8.5, click on the “Add School Safety” link.
2. Describe the “school safety” activities that will be provided.
3. Then input the amount of funds to be used.

Add School Safety Funds - New Item

Edit

Save Cancel Paste Copy Attach File Spelling

Commit Clipboard Actions Spelling

SchoolSafety \*  
Describe the types of school climate interventions, programs or activities that foster safe, healthy and supportive school environments that will be provided.

SchoolSafetyFunds \* 0.00

Save Cancel



The following is a link to information on Bullying Prevention:

<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/bullying-prevention/>

# Title I Application: Step 8 (cont.)

## Module 8.6: Other Set Aside

1. To access module 8.6 click on "Add New Item" link.
2. Report the amount being set aside for other expenditures.
3. Provide a description of any other district level set asides that do not fit into any of the previous categories. Only evidenced-based interventions, programs, practices and strategies that meet the ESSA tiers of evidence will be approved. See Appendix 4 for information regarding evidence based interventions.

Module 8.5: Other Set Aside - New Item

Edit

Save Cancel Paste Copy Spelling

Commit Clipboard Spelling

Title1A \*\* 17965

OtherCosts \*\* 0  
Enter amount to be set aside for OTHER District level activities.

OtherDetail

Describe OTHER District level activities to be supported. Include a description of how sites were selected for these activities.

Save Cancel



**NOTE:** State charters must input dollar amounts and descriptions using the various modules that best align with their program (ex. use module 8.4 for professional development). Most state charters use 8.6 – other to allocate their funds and describe the use of their funds. Module 14 will also need to be filled out as a summary of the overall program. You will need to put at least \$1 for the amount in module 14. Be sure to hit save within each module and when you hit the submit button.

**NOTE:** If a district is planning to supplement K-3+ activities with Title I funds, please describe how Title I funds will be used in this Module.

# Title I Application: Step 9

## Module 9.1: Delinquent Funding

1. To access module click on “Add new Item” link.
2. Use drop down menu to select a facility by double clicking on the facility name.  
*Only select and enter information for one facility at a time.*
3. Double click Delinquent count and per child amount in appropriate fields.
4. Select additional facilities as needed.



**NOTE:** You will need to double click on the facility name for the count to appear in the next drop down box **and** manually do the math to get the per child amount.

Module 9.1 - Delinquent Funding - New Item

Edit

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Title1PartD 0.00

Facility \* Select District Facility

DelinquentCount \*

PerChildAmt \*

FacilityTotal 0

Save Cancel

# Title I Application: Step 9 (cont.)

## Module 9.2: Delinquent Services

1. To access Module 9.2, click on “Add New Item” link.
2. Then, select as many boxes as apply to each category.

3. Fill out this module for each delinquent program in your District. You will need to re-enter the module using the [Add New Item - Multiple entries may be required](#) link in order to repeat the process for multiple facilities.



# Title I Application: Step 10

## **Module 10.1: Preschool funding**

1. To access Module 10.1, click on “Add New Item” link.
2. Indicate the number of children anticipated for each preschool program listed in the drop down menu. Additionally, indicate the amount set aside for each preschool program. You can add additional records using the Add New Item - Multiple entries may be required option.

Module 10.1: District Level Preschool - New Item

Edit

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Commit Clipboard Spelling

Title1A 0

Preschool \* [dropdown]

Students \* 0  
Enter the number of preschool students served.

PreschoolAmt \* 0  
Enter Title I Part A Preschool amount.

Save Cancel



**NOTE:** All districts that elect to support a preschool program must follow all requirements established under the FOCUS Essential Elements of Quality Criteria. Please contact Thea Guerin at 505-827-1828 or at [Thea.Guerin@state.nm.us](mailto:Thea.Guerin@state.nm.us) for information.

The following is the link to the FOCUS Essential Elements of Quality criteria:

[http://www.cdd.unm.edu/ecln/ped-focus/pdfs/FOCUS\\_Essential\\_Elements.pdf](http://www.cdd.unm.edu/ecln/ped-focus/pdfs/FOCUS_Essential_Elements.pdf)

# Title I Application: Step 10 (cont.)

## **Module 10.2: *Preschool services***

1. To access Module 10.2, click on “Add New Item” link.
2. Fill out this module for each program you selected from the drop down menu in module 10.1. You can add additional records using the Add New Item - Multiple entries may be required option.

Module 10.2: District Level Preschool - New Item

Edit

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Preschool \*

ExclusivePreKFunding \*  
 Yes  
 No  
Is this funding exclusively being used to supplement state funded NM PreK sites?

Services \*  
Describe specific services Title I Part A funds will pay for.

Materials \*

3. If Title I funds will only be used for services in an existing state funded NM Pre-K program, select yes, otherwise select no.
4. Describe the specific services, materials or staffing that will be supported with Title I funds.

# Title I Application: Step 11

## Module 11 (Required): Homeless set aside

1. To access Module 11, click on “Add New Item” link.
2. Indicate whether you are setting aside Title I funds for homeless programs in your district. Indicate the amount you are setting aside.
3. Describe the process for determining set aside amount **and** how the district will use these funds.

Title1A	246822
HomelessFunds *	<input checked="" type="radio"/> Yes <input type="radio"/> No Will the district set aside funds for homeless students?
HomelessAmt *	0.00 Enter Title I Part A homeless set aside amount.
SetAsideProcess *	<div style="border: 1px solid gray; height: 40px;"></div> Describe the process for determining set-aside, even if it's \$0.00.
FundUsage *	<div style="border: 1px solid gray; height: 40px;"></div> Describe how the district will use these funds.
IdentifyHomeless *	<input type="radio"/> Yes <input type="radio"/> No The LEA has a process to identify students who may be experiencing homelessness.
EducationForHomelessStudents *	<input type="radio"/> Yes <input type="radio"/> No The LEA has a plan to provide educational and other services specific to children and youths experiencing homelessness who do not attend Title I schools.

4. Indicate if the LEA has a process to identify students who may be experiencing homelessness **and** a plan to provide educational and other services specific to children and youths experiencing homelessness who do not attend the Title I schools.
5. To complete the module click on the appropriate radio button to confirm whether the LEA:
  - Has or will adopt policies and procedures to ensure that homeless children and youths experiencing homelessness are not stigmatized or segregated on the basis on housing status;
  - Will designate an appropriate staff person as an LEA “homeless liaison”;
  - Has or will adopt policies and procedures to ensure that transportation is provided at the request of the parent or guardian to and from the school or origin in accordance with applicable Federal regulations.
6. Identify the District’s Homeless Liaison in the field provided.

LEACulture *	<input type="radio"/> Yes <input type="radio"/> No The LEA has, or will adopt, policies and practices to ensure that homeless children and youths experiencing homelessness are not stigmatized or segregated on the basis of their status as homeless.
HomelessStaff *	<input type="radio"/> Yes <input type="radio"/> No The LEA will designate an appropriate staff person as an LEA liaison for homeless children and youths.
HomelessTransportation *	<input type="radio"/> Yes <input type="radio"/> No The LEA has, or will adopt, policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, in accordance with the following, as applicable: (I) If the child or youth continues to live in the area served by the LEA in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the LEA in which the school of origin is located. (II) If the child's or youth's living arrangements in the area served by the LEA of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the LEA's are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
HomelessLiaison *	<input type="text"/> Please identify the district's Homeless Liaison



**NOTE:** Even if you choose to set-aside \$0, please describe the process for determining this set aside amount.

Please contact State Coordinator for McKinney–Vento, Dana Malone, at [Dana.Malone@state.nm.us](mailto:Dana.Malone@state.nm.us) or 505-827-1810 for more information.

# Title I Application: Step 12

## Module 12 (Required): Foster Care Students

1. To access Module 13, click on “Add New Item” link.
2. Then click either “yes” or “no” to whether the District will set aside funds for foster care transportation and indicate the amount of funds for transportation in the provided field.
3. Describe the LEA’s “Best Interest Determination” process. **A response is required, even if the LEA has not held any Best Interest Determination meetings at the time of the Title I application.** All LEAs are required to have a process for holding “Best Interest Determinations”.

Module 12: Foster Care Students - New Item

Edit

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Title1A 246822

FosterCareTransport \*  YES  NO  
Will the district set aside funds for foster care transportation?

FosterTransportAmt \*   
Enter Title I Part A set aside for foster care transportation. Zero (0) is a valid entry.

FosterCareDeterminations \*   
What is the LEA’s process for holding, collaboratively with the local CYFD contact, Best Interest Determination meetings for students in foster care? Please describe. If there is a written procedure please summarize.

4. Describe the LEAs process for providing transportation for foster care students. **All LEAs are required to have a process to work with their local CYFD Point of Contact in the event that transportation to the school of origin is necessary based on the Best Interest Determination meeting.**

FosterCareFunding \*   
What is the LEA’s process, collaboratively with the local CYFD contact, for addressing potential additional expenses for transporting students in foster care, when the Best Interest Determination results in the student’s remaining in their school of origin? If there is a written procedure please summarize.

FosterCareEnrollment \*

Yes  
 No

The LEA has, or will adopt, policies and practices to ensure that children in foster care will remain, if possible, in the school in which the child is enrolled at the time placement. When remaining in such school is not in the best interest of the child, the LEA will provide immediate and appropriate enrollment in a new school, with all of the educational records of the child provided to the new school. The LEA has, or will adopt, policies and practices to ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records.

---

FosterCareLiaison \*

Please identify the district's Foster Care Liaison



**NOTE:** When the LEA submitted the ESSA Foster Care Provisions instrument in the Web EPSS, it attested that it had developed procedures to hold Best Interest Determination meetings and address the potential for additional costs related to transportation. Please contact Christina Rutland, Public Education Department (PED) Point of Contact (POC) for Foster Care, at (505) 827-3706 or [christina.rutland1@state.nm.us](mailto:christina.rutland1@state.nm.us) for information.

# Title I Application: Step 13

## **Module 13 (Required): Student Needs, Progress Monitoring, Schoolwide Waiver**

1. To access Module 13, click on “Add New Item” link.
2. Describe assessments and other objective criteria that are used to identify students who are at-risk of not meeting the NM Common Core Standards and how the LEA monitors student progress.
3. Then describe how positive behavioral interventions and support strategies are implemented across the LEA to improve school learning environments.

Module 13: Student Needs, Progress Monitoring, School Wide Waiver-New Item

Edit

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Assessments \*

Describe the assessments and other objective criteria that are used to identify students who are at-risk of not meeting the New Mexico Common Core State Standards.

ProgressMonitoring \*

Describe how the LEA monitors student progress on meeting the New Mexico Common Core State Standards.

PBIS \*

Describe how positive behavioral interventions and supports are implemented across the LEA to improve school conditions for learning and to reduce the overuse of discipline practices that remove students

4. Indicate whether the LEA is requesting a waiver of the 40% poverty school wide program requirement at this time.
5. If the LEA is requesting a waiver, please provide a rationale for operating a school wide program rather than a targeted program.

<p><b>SchoolWideWaiver *</b></p>	<p>from the classroom.</p> <p> <input checked="" type="radio"/> Yes  <input type="radio"/> No         </p> <p>Section 1114(a)(1)(B) of ESSA states that a school in which fewer than 40% of the children enrolled are from low-income families, may operate a school wide program if the school receives a waiver from the State educational agency to do so, after taking into account how a school wide program will best serve the needs of the students in the school in improving academic achievement and other factors.          Is the LEA requesting a waiver of the 40% poverty school wide program requirement at this time?</p>
<p><b>Justification *</b></p>	<div style="border: 1px solid gray; height: 60px; width: 100%;"></div> <p>Please describe the rationale for operating a school wide program rather than a targeted program. Describe how the proposed school wide program will meet the needs (academic and otherwise) of the school's at-risk students.</p>
<p>Save      Cancel</p>	

6. Each school for which you are requesting a waiver must have its own entry. Use [Add New Item - Multiple entries may be required](#) to add additional waiver requests.



Please contact Louie Torrez at (505) 827-1864 or [Louie.Torrez@state.nm.us](mailto:Louie.Torrez@state.nm.us) for information.



# Title I Application: Step 14

## Module 14 (Required): School site allocations



Refer to **Appendix 2** for information on Title I site allocation rules.

The Direct Cert Match list for Title I Rank Ordering report and the Title IA Summary Report are both in STARS. Poverty data on the NMPED Student Success and Wellness Bureau can be accessed at <https://webnew.ped.state.nm.us/wp-content/uploads/2018/02/October-Free-Reduced-Lunch-Data-Report-SY-17-18.pdf>

The screenshot shows a web form titled "Module 14: Site Allocation - New Item". It features a standard toolbar with "Save", "Cancel", "Paste", "Copy", and "Spelling" options. The form fields are as follows:

- School \***: A dropdown menu.
- Enrollment \***: A text box containing "0" with the instruction "Enter total school enrollment."
- Students \***: A text box containing "0" with the instruction "Enter total number of low income students."
- Amount \***: A text box containing "0.00" with the instruction "Enter amount per low income student."
- SchoolType \***: Three radio button options: "No Services", "School Wide", and "Targeted", with the instruction "Select Type of School".
- Read \***: Two radio button options: "YES" and "NO" (which is selected), with the instruction "Are allocation funds being used to hire teachers/specialists to provide reading instruction during the school day?".

1. Select the school site in the drop down menu. Enter school enrollment and number of low income students. Enter amount of funding per low income student to be provided.
2. Describe the school program using the choices provided. *Select at least one box but more boxes may be selected if applicable.* After you describe the program and **Save**, click the [Add New Item - Multiple entries may be required](#) link to repeat the process for each school in the drop down list.
3. See pages 26-30 of the Title I Bureau Guide for descriptions of schoolwide and targeted assistance program models. <https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/Title-I-Bureau-Guide-2017-18-REV-11-BR-2017.10.30.pdf>

# Title I Application: Step 15

## **Module 15.1: Neglected Programs Funding**

1. To access Module 15, click on “Add New Item” link.
2. Choose the facility and number of students from the drop down menus. Enter the amount allocated per student for each site. You will need to re-enter the module using the [Add New Item - Multiple entries](#) link in to repeat the process for multiple sites.



**NOTE:** You will need to double click on the facility name for the count to appear in the next drop down box.

The screenshot shows a web application interface for adding a new item. At the top, there is a dark blue header with an 'Edit' tab. Below the header is a toolbar with icons for Save, Cancel, Paste, Copy, and Spelling. The main form area has three fields: 'Facility \*' with a dropdown menu showing 'Select District Facility', 'NeglectedCount' with a dropdown menu, and 'PerChildAmt \*' with a text input field containing '0.00' and a note: 'Please enter the dollar amount per child to be provided to this facility.' At the bottom right are 'Save' and 'Cancel' buttons.

# Title I Application: Step 15 (cont.)

## **Module 15.2: Neglected Programs Services**

1. Indicate the programs and services at each site, as well as staff positions being paid for by Title I funds.
2. You can add additional records using the [Add New Item - Multiple entries may be required](#) option.

The screenshot shows a software interface for adding new items. At the top, there is an 'Edit' menu with the following options: Save, Cancel, Paste, Copy, Spelling, and Commit. Below the menu, there are two main sections: 'Facility \*' and 'Program \*'. The 'Facility \*' section has a dropdown menu labeled 'Select District Facility'. The 'Program \*' section has a list of checkboxes for various programs: Credit Recovery, Tutoring, Transitional Services, Vocational Training/Counseling, Mentoring, Career Education, On-line Learning Program, Behavioral Health Support Services/Counseling, and Specify your own value: (with a text input field). A note at the bottom says 'Choose multiple activities that best describe your Neglected program.'

# Title I Application: Step 16



## Module 16 (Required): Document upload

1. To upload any documents needed to support your application first select and/or specify the type of file to be attached.
2. Click "Attach File".

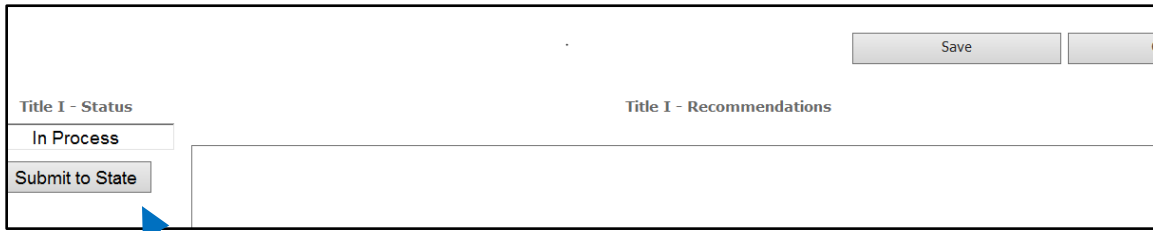
3. Then click on "Browse" to search for documents that you would like to upload.

4. Choose file to upload and click "ok".

5. After you have uploaded a document and would like to upload more, you will need to re-enter the module using the [Add New Item - Multiple entries may be required](#) link to repeat the process.
6. The 2018-19 Title I application assurances, 2018-19 Title I Equitable Services Compliance Questionnaire, the 2018-19 Title I Equitable Services Consultation, and the NMPED LEA SNS compliance form are mandatory uploads.

# Title I Application: Submitting Application

1. After all modules have been completed and saved, the application is ready to submit.



The screenshot shows a web form with two main sections: 'Title I - Status' on the left and 'Title I - Recommendations' on the right. In the 'Title I - Status' section, there is a dropdown menu currently set to 'In Process' and a 'Submit to State' button below it. A blue arrow points to the 'Submit to State' button. In the top right corner of the form, there are 'Save' and 'Cancel' buttons.

2. Click the **Submit to State** button.



The screenshot shows the same web form as above. The dropdown menu in the 'Title I - Status' section is now set to 'In Process'. A blue arrow points to the 'In Process' button. The 'Submit to State' button is still visible above it. The 'Save' and 'Cancel' buttons remain in the top right corner.

3. After Submit to State appears in the Title I-Status box, click Save.



The screenshot shows the same web form. The dropdown menu in the 'Title I - Status' section is now set to 'Submit to State'. A blue arrow points to the 'Save' button in the top right corner. The 'In Process' button is now visible below the 'Submit to State' button.

## Review Process:

Title I staff will review the application and communicate the need for any necessary changes.

Notes



# Appendix 1

## **Administrative Costs**

### **Building Administrators and Superintendents – Issues:**

- If a district has a small number of small schools, typically located in isolated areas, that only warrant a part-time principal, the district might hire a person who works less than full time as a principal in each of its smaller schools and then takes on other duties such as teaching classes or administering the school’s Title I program. Staff must be sure to maintain *time documentation*.
- In most circumstances, the position of school principal or superintendent would be a full-time position paid entirely with state or local funds in the absence of federal funds.
- Can a full-time principal/superintendent effectively perform the duties of a Title I administrator?
- If treated as a supplement to full-time operational salary, must be able to clearly document that Title I administrative duties are in addition to the principal responsibilities and the individual maintains *time documentation*.

### **When is it appropriate to charge the Title I grant for budget support?**

- What is the basic responsibility/job of the business office and what is being done that is special/different or specific to the Title I grant that requires additional budget support?
- Keeping in mind the issue of necessary and allocable, what is enhanced or service level increased by charging the fiscal support to the federal grant versus not? In the absence of Title I or other federal funds, how would the fiscal support compensation be paid?
- Need to consider concept of consistent treatment or are all grants being treated the same? If paying for additional Title I support is the district doing the same for IDEA, Perkins and other grants?
- Are time records being maintained?

In general, salaries of administrative and clerical staff should be treated as “indirect” unless all of following are met:

- Such services are integral to the activity
- Individuals can be specifically identified with the activity
- Such costs are explicitly included in the budget
- Costs not also recovered as indirect

Business Office Functions (not a direct charge against the grant)

- Budget
- Purchasing
- Accounts payable
- Payroll including ACA reporting
- Cash requests/backup for RfR information requests
- BARs

Title I budget support (direct charge against the grant)

- Work with Title I program staff to establish building level Title I budgets
- Work with Title I program staff to review proposed expenditures for program compliance
- Complete Title I comparability report
- Assist Title I program staff in completing the annual Title I application

A key factor for charging the compensation for fiscal personnel to the Title I or other federal grant is the support would need to be continuous and consistent throughout the fiscal year, thus demonstrating the need to charge the federal grant. For example, regarding the preparation of the application for Title I or establishing the building levels of the Title I budget, the support would have to reach farther than the initial application. The amount of fiscal support necessary would require maintenance and monitoring of the application and building levels of the budget throughout the year, the time provided by the fiscal support person would need to be supported through time record documentation in accordance with the Uniform Guidance (200.43CFR).



## Appendix 2

### ***Title I Site Allocation Rules***

Districts must allocate Title I funds to participating schools in rank order based on the percentage of children from low income families in each school. In determining what per-child amount to allocate, the district should consider the purpose of Title I funding – to assist children to meet State standards. The per-child amount must be large enough to provide a reasonable assurance that the school can operate a Title I program of sufficient quality to achieve this purpose.

#### **Greater than 75% poverty**

All schools at or above 75% poverty must be served. Districts may opt to serve only those schools and no others. A district is not required to allocate the same per-child amount to each school. However, per-child amounts in schools with higher poverty rates must be equal or greater than the per-child amounts in schools with lower poverty rates.

#### **New ESSA Exception for High Schools**

An LEA may, but is not required to, continue to serve (in rank order of poverty) high schools with poverty percentages between 50 percent and 75 percent before it either serves other schools with a poverty percentage of 75 percent or below or begins to rank and serve schools by grade span. In other words, an LEA may serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.

#### **Less than 75% Poverty**

After serving all schools over 75% poverty, the district has the option to rank remaining schools by grade span groupings (e.g., K-5, 6-9, 10-12) or bands of poverty, or proceed with the district wide ranking regardless of grade level.

A district that opts to serve schools below 75% poverty using *grade span groupings* may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any school above 75% poverty. Per-child amounts within grade spans may also vary as long as the per-child amounts in schools with higher poverty rates are equal or greater than the per-child amounts in schools with lower poverty rates. A district may choose to fund more than one grade span or may choose not to fund an entire grade span.

A district may choose to fund schools in specific *bands of poverty*, e.g., 100%-75%, 74%-50%, 49%-35%. When doing this, a district will fund a band of schools in a higher band at a higher per-child amount than lower poverty bands.

A district may opt to serve schools down to the 35% poverty level. The district may serve schools with poverty averages lower than 35% if their overall district poverty average is below

35%. Specific funding rules must be followed if a district chooses to fund a school below 35% or below the district poverty average (*contact PED Title I office for guidance*).

### **New ESSA Authority to Use Feeder Patterns to Determine Poverty percentages for Secondary Schools**

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools the LEA must notify its secondary schools to inform them of the option. A majority of its secondary schools must approve the use of feeder patterns.

### **Additional Considerations**

Districts with an enrollment of less than 1,000 students or single attendance area districts (*only one school per grade span*) are not required to rank schools nor are they required to allocate funds to schools in rank order. Each participating school should however receive an allocation that they can use to plan their program.

Grandfather provision: One additional year of funding may be provided to schools that were funded in the previous year but no longer meet the requirements to qualify to be a Title I school.



# Appendix 3

## School Culture and Climate

**Allowable uses of Title I funding to support school climate interventions, programs or activities that foster safe, healthy and supportive school environments**

### Allowable

SEAs are charged with implementing ESSA, and ensuring that LEAs are utilizing evidence-based interventions, programs, practices and strategies in schools.

Use of funds for school climate interventions, programs or activities should reflect one of the highest three levels of evidence (Strong, Moderate, and/or Promising) defined in ESSA.

**Only evidenced-based interventions, programs, practices and strategies that meet the ESSA tiers of evidence will be approved.** The PED will not provide a list of potential evidence-based interventions. It is incumbent upon the LEA to demonstrate that the selected intervention falls into one of the three ESSA tiers of evidence in Category 1 (see table below).

### Tiers of Evidence in ESSA

Category 1:	Tier 1	Tier 2	Tier 3
“demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on.”	“strong evidence from at least 1 well-designed and well-implemented experimental study”	“moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study”	“promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias”

LEAs must select an evidenced-based intervention that addresses the root causes concerning safe, healthy and supportive school environments. It is suggested that LEAs utilize available data such as *Youth Risk and Resiliency Survey* (YRRS) data or the *Opportunity to Learn* data from the school report card. The YRRS can be found at [www.youthrisk.org/](http://www.youthrisk.org/).

In addition, school climate surveys sponsored by the US Department of Education can be found at <http://www.safesupportivelearning.ed.gov/edscls>.

It is important to understand that the goal of using funding in this area is to improve school culture and climate under Section 1111 of the Every Student Succeeds Act (ESSA).

Examples of allowable uses are:

- Licensed counselors and licensed social workers
- Truancy coaches that meet the PED criteria
- School-based mental health programs
- Positive behavioral intervention and supports models
- Bullying prevention programs/training
- Teaching tolerance/inclusive practices programs
- Crisis prevention training
- Suicide prevention/recognition programs
- De-escalation training
- Mental/behavioral health training
- Social-emotional curriculum development/training
- Restorative justice programs
- Natural helpers or peer support mental health programs

### **Not Allowable**

Any types of physical security items (infrastructure) or staff are not allowable. Examples of un-allowable uses are:

- School resource officers, safety officers or security personnel
- School hardware and infrastructure such as:
  - Security systems
  - Door locks
  - Security cameras
- Walkie-talkies, radios, cell phones

If you have any questions about a possible expenditure, please contact the Title I staff member assigned to your LEA or school prior to the purchase, contract, etc.

# Appendix 4

## Module 6: MRI, CSI, and TSI Support, Module 8.1: Parent/Family Engagement Costs Set Aside, Module 8.2: Summer School Set Aside, Module 8.3: After School Program and Module 8.6: Other Set Aside

### Evidence-Based Interventions

#### 1. Can you share more information regarding Evidence-Based Interventions (EBI)?

Yes. Educators often use the well-established and commonly used practices and strategies that they have seen others use—including their own teachers—never questioning whether these practices are supported by evidence. In fact, some of these practices have been shown to be ineffective or have no data to support them. For example, many schools across the country have adopted a zero tolerance policy and associated disciplinary practices for certain behaviors, yet research indicates that these practices are not only ineffective but are also associated with negative student outcomes.

To improve the quality of instruction students receive and the outcomes that students achieve, the field of education has been making great efforts for a number of years to implement evidence-based practices or programs (EBPs) and evidence-based interventions. In general, an EBP is one whose effectiveness is supported by rigorous research. In other words, research shows that the practice or program works.

Category 1:	Tier 1	Tier 2	Tier 3
statistically significant effect on improving student outcomes or other relevant outcomes based on.”	from at least 1 well-designed and well-implemented experimental study”	evidence from at least 1 well-designed and well-implemented quasi-experimental study”	evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias”

#### 2. What is the difference between evidence-based practices and evidence-based programs?

Although the terms evidence-based practices and evidence-based programs have been used interchangeably, experts in the field, as well as practitioners, are beginning to differentiate between them.

- **Evidence-Based Practice:** Skills, techniques, and strategies that have been proven to work through experimental research studies or large-scale research field studies.
- **Evidence-Based Program:** A collection of practices that, when used together, has been proven to work through experimental research studies or large-scale research field studies.



### 3. Where can I find additional information regarding Evidence-Based Interventions?

Below are links to Evidence Based Intervention Clearinghouses:

- What Works Clearinghouse: With over 700 publications available and more than 12,000 reviewed studies in the online searchable database, the WWC identifies studies that provide credible and reliable evidence of the effectiveness of a given practice, program, or policy and disseminates summary information and free reports online. <https://ies.ed.gov/ncee/wwc/>
- Best Evidence Encyclopedia: A free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) that gives educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. Results First Clearinghouse Database: This one-stop online resource provides policymakers with an easy way to find information on the effectiveness of various interventions as rated by eight national research clearinghouses. <http://www.bestevidence.org/>
- Evidence for ESSA: A free, authoritative, user-centered database to help anyone – school, district, or state leaders, teachers, parents, or concerned citizens – easily find programs and practices that align to the ESSA evidence standards and meet their local needs. <https://www.evidenceforessa.org/>
- Results for America Evidence in Education Lab: Resource Page: <http://results4america.org/ed-lab-resources/>
- Results for America Our Work: Evidence in Education Lab <http://results4america.org/our-work/evidence-in-education-lab/>

