

# Title I

## 2019-2020

### 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  
Student, School and Family Support Bureau  
120 South Federal Place  
Room 201  
Santa Fe, NM 87501  
(505) 827-1462

Visit our web site for more information and staff directory.

<https://webnew.ped.state.nm.us/bureaus/title-i/staff/>

# Introduction to the Title I Application System



## *Before you start:*

### Tips for using the Title I Application System

[Click here to access the Title I webpage Title I Bureau guide for information on programs:](#)

#### **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 update 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. 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 is 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; multiple users in at the same time will cause system errors.

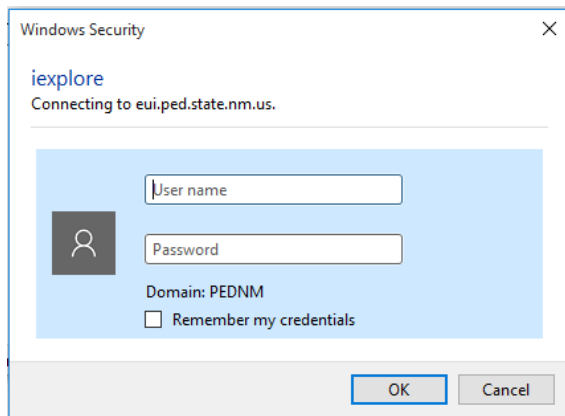


**Note:** State charters must input dollar amounts and descriptions using the various modules that best align with their program (ex. use module 8.4 for professional development). Most state charters use 8.6 – other to allocate their funds and describe the use of their funds. Module 16 will also need to be completed as a summary of the overall program. You will need to put at least \$1 for the amount in module 16. 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*

Click here to access the Title I application: <https://eui.ped.state.nm.us/sites/ESEAConApp/default.aspx>



1. Enter your username
2. Enter your password
3. Click the "OK" button



**Note:** Your username and password are provided by **Clarice Cata-Montoya** at [Clarice.Cata-Montoy3@state.nm.us](mailto:Clarice.Cata-Montoy3@state.nm.us) or **505-827-3706**. Please contact her if you are need of your login credentials.

## Cross Program Questionnaire

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

2. Cross Program Questionnaire:

In an effort to make the application process for federal funds more streamlined for school districts and state charter schools, the Public Education Department has consolidated Title I, Title II and Title III applications into one application process. You will need to answer the questions in consultation with your Title II and Title III coordinator.

1. Click on the edit icon to access questions.
2. Complete all of the required questions.
3. Check the “Submission” box.


Use of Funds \*



Describe how LEAs will utilize funding provided through the grants in this application, to support NM DASH school-identified actions (or other comprehensive needs assessment) based on their root cause analysis.



**Note:** All the bureaus will review and approve responses before access to applications is available.

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

### Title I

| Edit Button   | SchoolYear | Title1FirstName | Title1EmailAddress | Title1PhoneNumber | Title1SummerContactNumber | Title1Status |
|---|------------|-----------------|--------------------|-------------------|---------------------------|--------------|
|  | 2018-2019  | Mahesh          |                    | 123-456-7890      | 123-456-7890              | Approve      |

## Title I Application: Step 1 (Required): Title I District Representatives

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

Title1PhoneNumber   
###-###-#### Title I Grants Coordinator Phone Number

Title1SummerContactNumber   
###-###-#### Title I Grants Coordinator Summer Contact Number

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Created at 1/19/2018 2:32 PM by ☐ Mahesh Reddy  
Last modified at 3/20/2019 8:33 AM by ☐ Mahesh Reddy

# 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. Under transferability, districts can transfer up to 100% of applicable funds. Please contact the PED Educator Growth and Development Bureau prior to completing this module to request the use of the transferability option.
3. 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.

SharePoint

Libraries

Reports

Lists

Recent

Site Contents

Title2AAward

3,895,629.00

ReapEligibility

Yes

TransferEligibility

Yes

REAP

No

Are you planning to utilized Reap-Flex?

Transfer

No

Are you planning to utilize Transferability?

TransferT1

0.00

Transfer from Title II A to Title I A

FundUtilization

Testing

How will Title II/Title IV funds be used? Please be as thorough and detailed as possible.

Created at 3/19/2019 10:28 AM by Mahesh Reddy

Last modified at 3/26/2019 8:26 AM by Mahesh Reddy

Save

Cancel



**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"/><br>Transfer from TitleIIA to TitleIA  |
| ChildCount *         | <input type="text" value="0"/><br>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 **Lisa Creecy at 505-827-1468** or [Lisa.Creecy@state.nm.us](mailto:Lisa.Creecy@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.**

PrivateSchool

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

PrivateLowIncomeStudents  %

PrivateSchoolFunds

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

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.
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.
6. Be sure to include consultation and questionnaire documents in Module 18.



**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 building administrator or superintendent who also serves as the district's Title I director. *This does not apply to assistant superintendents or assistant building administrators.*
- ❖ **See Appendix 1** for considerations regarding Title I support for superintendents, principals, business managers, and business office staff.

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 \* 


test


  
If Title I funds are being used to support any portion of a superintendent's, principal's, building administrator's, business manager or business office support salary, provide a rationale for this support. If NO, please enter N/A.


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## 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.
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.

PositionLocation    
Select the location.

Position\_Title    
Select Position Title.

FunctionsDuties \* ☐ Administrative Support (HR, Clerical and bookkeeping)  
☐ After School Support  
☐ Career and College Readiness Program Support  
☐ Charter School Support  
☐ Data Support  
☐ Early Childhood Program Support  
☐ Math Specialist  
☐ Neglected and Delinquent Program Support  
☐ Parent and Community Involvement Support  
☐ Private School Support  
☐ Professional Development  
☐ Program Compliance and Monitoring  
☐ Reading/Literacy Specialist  
☐ School Improvement Activities  
☐ Summer School Support  
☐ Tech Support  
☐ Title I and/or Federal Programs Director  
☐ Specify your own value:  
  
Select applicable Title I supported function and or duty performed.

PARsCertifications \* ☐ Yes  
☒ No  
Are time and effort certifications/personnel activity reports (PARs) on file for administrative staff paid out of ESSA funds?

%FTE\_Title\_I \*   
Percent of Title I Fund Sources for FTE.

%FTE\_OtherFunding \*   
Percent of "Other" Fund Sources for FTE.

## 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.**

Title1A

AdministrativeAmt \*   
Enter Administrative Fund Set-Aside from Title I Part A.

AdministrativeDetail \*   
Describe the administrative expenditures from Title I funds. Attach additional pages if necessary in module 16.

AdminPool \* ☐ Yes  
☒ No  
Does the District choose to consolidate its ESSA administrative funds in a consolidated administrative pool?

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**

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 18.
2. Select the method your district used to rank order schools based on poverty levels.

Program Plan Funding \*

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 18.

SchoolRankOrder\_NEW \*

- ☐ Option 1 - Use 120-day direct certification pre-multiplier data for all schools, CEP, non-CEP, and schools that do not participate in the National School Lunch Program (NSLP).
- ☐ Option 2 - Use 120-day direct certification pre-multiplier data for CEP schools and schools that do not participate in the NSLP AND free lunch applications only for non-CEP schools, including standard and Provision 2 schools.
- ☐ Option 3 - Use 120-day direct certification post-multiplier data for CEP schools and schools that do not participate in the NSLP AND free/reduced applications for non-CEP schools, including standard and Provision 2 schools.
- ☐ Option 4 - Use 120-day direct certification post-multiplier data for all schools, CEP, non-CEP, and schools that do not participate in the NSLP.

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Save

Cancel

## Title I Application: Step 6

### Module 6: CSI & TSI Support



CSI & TSI Support is a module to identify Title I resources being made available to schools designated 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 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 16 to ensure that schools listed in Module 6 are eligible for Title I funding.

|            |  |
|------------|--|
| School     | <input type="text" value="(None)"/>  |
| CTAmount * | <input type="text" value="0.00"/><br><small>Enter the amount the district will set aside to support the identified school.<br/>CSI = Comprehensive Support and Improvement<br/>TSI = Targeted Support and Improvement</small>  |
| Support *  | <div><div></div><div><small>Describe the process used by the school's Core Team, in collaboration with the district representative, to identify performance challenges, complete root cause analysis, and identify focus area(s) for DRAFT 2019-20 NM DASH Annual Plan (CSI and TSI schools) and for the CSI plan (if applicable). How will the funding be used to support the implementation of the focus area. Additionally, describe how the needs of subgroup populations will be addressed and met.</small></div></div> |
|            | <div><div>Save</div><div>Cancel</div></div>  |

# Title I Application: Step 7

## Module 7: Title I Community Schools

Community Schools is a new module to identify Title I resources being made available to schools designated as a Community School. Only evidence-based strategies, programs and practices that support the students, families and community members in ensuring student success based on the Four Pillars of Community Schools can be chosen.

1. To access Module 7, click on the “[Add Community School 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 the process for determining the Title I set-aside amount.
5. Indicate whether or not Title I funds are being used to support any portion of a community schools coordinator.
6. Next, describe the process that was taken to ensure sufficient stakeholder engagement.
7. Provide context for how the school will address the cultural and linguistic needs of students and families.
8. Describe how the school uses resources from a variety of sources to meet the needs of the community.
9. List and provide context for the evidence-based strategies, programs and practices that address Expanded and *Enriched Learning Time and Opportunities*.
10. List and provide context for the evidence-based strategies, programs and practices that address Expanded and *Collaborative Leadership and Practices*.

Title I Funds \*

☐ YES

☒ NO

Will the district set aside Title I funds for Community Schools?

NameOfSchool

(None) ▼

Community School Amount \*

0.00

Process \*

Describe the process for determining the Title I set-aside amount.

☐ YES

☒ NO

Are Title I funds being used to support any portion of a community schools coordinator?

Community School Coordinator Amount \*

0.00

If so, please indicate the amount set-aside for the community schools coordinator.

Stakeholder Engagement Process \*

Please describe the stakeholder engagement process the school district or school used to plan and develop the community school. List the partners that participated in the consultation. Examples of community participation through stakeholder engagement would be: parents, families, federal, state, and local and tribal governments.

Addressing Needs \*

How will the community school address the holistic needs of the students and families, including their cultural and linguistic needs, through the community schools framework?

Meet Needs Of Community \*

Describe the process on how the community school will or has coordinated and leveraged resources (state, federal grants, donations) in order to meet the needs of the community.

Expanded and Enriched Learning Time and Opportunities \*

Please list the goals and evidence-based strategies, programs and practices that support the students, families and community members in ensuring student success based on the Four Pillars of Community Schools.

Collaborative Leadership And Practices \*

Please list the goals and evidence-based strategies, programs and practices that support the students, families and community members in ensuring student success based on the Four Pillars of Community Schools.



## Title I Application: Step 7 (cont.)

11. List and provide context for the evidence-based strategies, programs and practices that address Expanded and *Integrated Student Supports*.

Integrated Student Supports \*

Please list the goals and evidence-based strategies, programs and practices that support the students, families and community members in ensuring student success based on the Four Pillars of Community Schools.

12. List and provide context for the evidence-based strategies, programs and practices that address *Active Family and Community Engagement*.

Active Family and Community Engagement \*

Please list the goals and evidence-based strategies, programs and practices that support the students, families and community members in ensuring student success based on the Four Pillars of Community Schools.

13. Enter the amount to be set aside for professional development.

Professional Development Funds \*

0.00

Enter amount to be set aside for Professional Development for staff members.

14. Describe how professional development aligns with the community school's instructional programs.

Professional Development Description \*

Describe the high-quality professional development which will be provided that aligns with the community schools instructional programs, facilitates effective teaching, learning and enrichment and supports the implementation of strategies to support under performing schools.

15. Describe how the district or school will monitor and evaluate the effectiveness of the community schools framework.

Evaluate And Assess \*

How will you know if it's working? Describe how the district or school will evaluate and assess the effectiveness of the implementation of the community schools framework. What is the process for reporting the results to the site leadership team and the community?

Save

Cancel



Please contact **Feliz Garcia** at (505) 827-3572 or [Felize.Garcia@state.nm.us](mailto:Felize.Garcia@state.nm.us) for information.

## Title I Application: Step 8

### **Module 8: 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.

|   |   |
|---|---|
| T1PartA   | <input type="text" value="5895629"/>  |
| T1PartD   | <input type="text" value="10277"/>  |
| FixedAssets *   | <input type="text" value="0"/><br><small>Enter amount from fixed assets &gt;\$5,000 line item in OBMS budget.</small>               |
| IndirectCostRate  | <input type="text" value="2.89000"/>  |
| IndirectYN *  | <p><input checked="" type="radio"/> Yes<br/><input type="radio"/> No</p> <p>Will the District claim Indirect Costs for Title I?</p> |
| <div><input type="button" value="Save"/><input type="button" value="Cancel"/></div> |   |

# Title I Application: Step 9

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

1. To access Modules 8.1-8.6 click on the tab entitled “Module 8.1-8.6”.

Module 1-8   **Module 8.1-8.6**   Module 9-15   Module 16-18   RLIS

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.
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.

Title1A

ParentCosts \*   
Enter amount to be set aside for Parent Costs.

OutToSchool \* ☐ Yes  
☐ No  
Is 90% of this amount flowing out to schools?

DistrictActivities \* ☐ Yes  
☐ No  
Is the district providing district-wide activities?

ParentInvolvement \*   
How were parents involved in decisions made about the parent involvement funds?

FundUsage \*   
Describe how parent involvement funds will be used.

SchoolParentCompact \* ☐ Yes  
☒ No  
Do schools have current parent compacts that meet the requirements of Section 1116?

DistParentPolicy \* ☐ Yes  
☒ No  
Does the district have current district and school level parent involvement policies that meet the requirements of Section 1116?



Please contact **Leah Johnson** at (505) 827-1462 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 9 (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.
3. 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 8.3: 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.

### ***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 8.5: 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. Input the amount of funds to be used.



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 9 (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.

Title1A

OtherCosts \*

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.

Created at 3/13/2019 4:57 PM by ☐ Mahesh Reddy  
Last modified at 3/13/2019 4:57 PM by ☐ Mahesh Reddy



**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 16 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 16. Be sure to hit save within each module and when you hit the submit button.

# Title I Application: Step 10

## 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.

|                 |                                       |
|-----------------|---------------------------------------|
| Title1PartD     | <input type="text" value="10277.00"/> |
| Facility        | <input type="text" value="(None)"/>   |
|                 | Select District Facility              |
| DelinquentCount | <input type="text" value="(None)"/>   |
| PerChildAmt     | <input type="text"/>                  |
| FacilityTotal   | <input type="text" value="0"/>        |

|                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="button" value="Save"/> | <input type="button" value="Cancel"/> |
|-------------------------------------|---------------------------------------|



**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 9.2: 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.
- 4.

|                      |   |
|----------------------|---|
| Institution          | <input type="text" value="(None)"/>   |
|                      | Select Delinquent Institution   |
| EnvironmentCode *    | <input type="text"/>  |
| ProgramDescription * | <input type="checkbox"/> Behavioral Health Support Services/Counseling<br><input type="checkbox"/> Career Education |



Please contact **Kenneth Stowe** at (505) 827-1805 or [Kenneth.Stowe@state.nm.us](mailto:Kenneth.Stowe@state.nm.us) for more information.

# Title I Application: Step 11

## 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.

|                |  |
|----------------|--|
| Title1A        | <input type="text" value="5895629"/>   |
| Preschool      | <input type="text" value="CNN Elementary"/>                                      |
| Students *     | <input type="text" value="0"/><br>Enter the number of preschool students served. |
| PreschoolAmt * | <input type="text" value="0"/><br>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. 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)

## 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.
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.

|                        |  |
|------------------------|--|
| Preschool              | <input type="text" value="(None)"/>  |
| ExclusivePreKFunding * | <input type="radio"/> Yes<br><input checked="" type="radio"/> No<br>Is this funding only being used to supplement an existing state funded NM PreK site? |
| Services *             | <input type="text"/><br>Describe specific services Title I Part A funds will pay for.  |

# Title I Application: Step 12

## **Module 11 (Required): Homeless set aside**

1. To access Module 11, click on “Add New Item” link.
2. Enter the number of students that the LEA reported as experiencing homelessness for the 2018-19 school year.
3. Enter the set aside amount from Title I, Part A funds.
4. The per pupil amount is automatically calculated by dividing the amount set aside from Title I, Part A funds by the number of students reported.
5. Please indicate whether the LEA has provided a comprehensive needs assessment to the PED.
6. Describe the process for determining set aside amount **and** how the district will use these funds.

|   |   |
|---|---|
| Title1A   | <input type="text" value="5895629"/>  |
| Number of Students  | <input type="text"/><br><small>How many students experiencing homelessness did your LEA report last school year?</small>  |
| Homeless Set Aside Amount   | <input type="text" value="0.00"/><br><small>Enter Title I, Part A dollar amount of homeless set aside.</small>  |
| Per Pupil Amount  | <input type="text" value="0.00"/><br><small>Title I A set aside per pupil allocation for students experiencing homelessness. This is Calculated AUTOMATICALLY</small>   |
| Evidence *  | <p><input type="radio"/> YES<br/><input type="radio"/> NO</p> <small>Evidence of a needs assessment provided? If LEA is a recipient of the McKinney-Vento Homeless Assistance Act sub grant, the needs assessment submitted with the proposal will be sufficient.</small> |
| Fund Usage *  | <div><input type="text"/></div><br><small>Short description/documentation explaining how Title I set aside dollars for homeless students will be spent.</small>   |
| <div><input type="button" value="Save"/><input type="button" value="Cancel"/></div> |   |



**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 13

## Module 12 (Required): Migrant Application

1. Indicate whether you are setting aside Title I funds for the Migrant Education Program in your district. Indicate the amount you are setting aside.
2. Describe the process for determining set aside amount and how the district will use the funds.
3. Describe the district process for identifying migrant students and Priority for Service (PFS) students. Please refer to PFS definition above.
4. Describe how the district plans to provide educational and other services to migrant students.
5. *Select at least one box but more may be selected* in the Services Section to indicate what services will be provided using Title I set aside funds for migrant students.
6. Describe how attendance for migrant students will be tracked and monitored.
7. Identify the District's migrant contact.

|   |  |
|---|--|
| Title I, Part A Set Aside Funds *   | <input type="text" value="0.00"/>  |
| Enter the amount of the Title I, Part A funds being set-aside.  |  |
| Funds Usage *   | <div></div>  |
| Describe how the school or LEA will use these funds.  |  |
| Identifying Migrant Students *  | <div></div>  |
| Describe the district process for identifying migrant students and Priority for Service (PFS) students.             |  |
| Education For Migrant Students *  | <div></div>  |
| How does the district plan to provide educational and other services to migrant students attending Title I schools. |  |
| Services *  | <div><div><input type="checkbox"/> Tutoring</div><div><input type="checkbox"/> Mentoring</div><div><input type="checkbox"/> After School Program</div><div><input type="checkbox"/> Summer School Program</div><div><input type="checkbox"/> Credit accrual and Credit Recovery</div><div><input type="checkbox"/> Online Instruction</div><div><input type="checkbox"/> English Language Acquisition</div><div><input type="checkbox"/> Health screenings and referrals</div><div><input type="checkbox"/> Specify your own value:</div><div><input type="text"/></div></div> |
| Please select all activities available to migrant students.   |  |



### Terms and Definitions:

- a. The Migrant Education Program (MEP) provides supplemental education and support services to eligible migrant children whose families make frequent moves in search of agricultural, dairy or fishing work.
- b. Priority for Service definition: In compliance with ESEA Title I Part C Section 1304(d) requires that priority shall be given to migratory children who have made a qualifying move within the previous 1-year period and who
  - i. (1) are failing, or at most at risk of failing, to meet the challenging State academic standards; or
  - ii. who have dropped out of school.



Please contact State Coordinator for Migrant Services, **Laura Henry**, at **(505) 827-1829** or [Laura.Henry@state.nm.us](mailto:Laura.Henry@state.nm.us) for more information.

Please contact State Coordinator for Migrant Services, Laura Henry, at (505) 827-1829 or [laura.henry@state.nm.us](mailto:laura.henry@state.nm.us)

## Title I Application: Step 14

### **Module 13 (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. Enter the Title I Part A set aside amount for foster care transportation.
4. 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”.
5. 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.**
6. Indicate whether or not the LEA had, or will adopt, policies and practices that ensure children in foster care will remain, if possible, in their school of origin.

|                            |  |
|----------------------------|--|
| TitleIA                    | <input type="text" value="5895629"/>   |
| FosterCareTransport *      | <input checked="" type="radio"/> YES<br><input type="radio"/> NO<br>Will the district set aside funds for foster care transportation?  |
| FosterTransportAmt *       | <input type="text"/><br>Enter Title I Part A set aside for foster care transportation. Zero (0) is a valid entry.  |
| FosterCareDeterminations * | <div></div><br>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.  |
| FosterCareFunding *        | <div></div><br>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 *     | <input type="radio"/> Yes<br><input type="radio"/> No<br>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 *        | <input type="text"/><br>Please identify the district's Foster Care Liaison   |
| <div>Save Cancel</div>     |  |



**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 **Laura Henry, Public Education Department (PED) Point of Contact (POC) for Foster Care**, at (505) 827-1829 or [Laura.Henry@state.nm.us](mailto:Laura.Henry@state.nm.us) for information.

## Title I Application: Step 15

### **Module 14 (Required): *Student Needs and Progress Monitoring***

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.

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.

Progress Monitoring \*

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 from the classroom.

Save Cancel

# Title I Application: Step 16

## **Module 15: School Wide Waiver**

1. Indicate whether or not the LEA is requesting a waiver of the 40% poverty school wide program requirement.
2. Describe the rationale and process for operating a school wide program rather than a targeted program.

SchoolWideWaiver ☒ Yes  
☐ No

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?

Justification \*

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.

SaveCancel



**NOTE:** 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.

# Title I Application: Step 17

## Module 16 (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>


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 school wide 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>


|              |   |
|--------------|---|
| School       | (None) ▼  |
| Enrollment * | <input type="text" value="0"/><br>Enter total school enrollment.  |
| Students *   | <input type="text" value="0"/><br>Enter total number of low income students.  |
| Amount *     | <input type="text" value="0.00"/><br>Enter amount per low income student.   |
| SchoolType * | <p><input type="radio"/> No Services</p> <p><input type="radio"/> School Wide</p> <p><input type="radio"/> Targeted</p> <p>Select Type of School</p>  |
| Read *       | <p><input type="radio"/> YES</p> <p><input checked="" type="radio"/> NO</p> <p>Are allocation funds being used to hire teachers/specialists to provide reading instruction during the school day?</p> |
| Math *       | <p><input type="radio"/> YES</p> <p><input checked="" type="radio"/> NO</p> <p>Are allocation funds being used to hire teachers/specialists to provide math instruction during the school day?</p>    |

# Title I Application: Step 18

## Module 17.1: 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.

Facility    
Select District Facility

NeglectedCount  

PerChildAmt \*   
Please enter the dollar amount per child to be provided to this facility.

Save


Cancel




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

## Module 17.2: 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.

DistrictID \*  

Facility \*    
Select District Facility

Program \*

- ☐ Credit Recovery
- ☐ Tutoring
- ☐ Transitional Services
- ☐ Vocational Training/Counseling
- ☐ Mentoring
- ☐ Career Education
- ☐ On-line Learning Program
- ☐ Behavioral Health Support Services/Counseling
- ☐ Specify your own value:

Choose multiple activities that best describe your Neglected program.



Please contact **Kenneth Stowe** at (505) 827-1805 or [Kenneth.Stowe@state.nm.us](mailto:Kenneth.Stowe@state.nm.us) for more information.

## Title I Application: Step 19

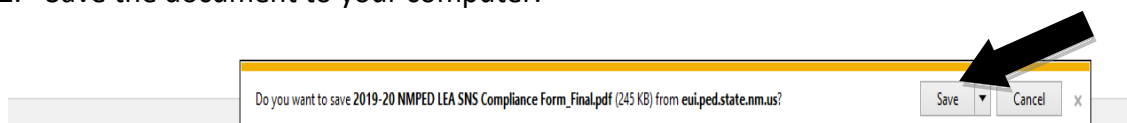
### ***Associated Documents (Required)***

1. To complete each associated document click on the linked document name.

#### *Associated Documents*

| Type  | Document   |
|---|--|
|  | 2019-20 NMPED LEA SNS Compliance Form_Final                        |
|  | 2019-20 PED Federal Grant Equipment Approval Form_Final            |
|  | 2019-20 Title I Application Assurances_Final                       |
|  | 2019-20 Title I Carryover Justification Form_Final                 |
|  | 2019-20 Title I Equitable Services Compliance Questionnaire_Final  |
|  | 2019-20 Title I Equitable Services Consultation Requirements_Final |

2. Save the document to your computer.



3. Complete the document by editing to include all necessary information. Please save the document after you have completing all edits.
4. Upload the completed document to Module 18: Document Upload.



**NOTE:** The table below provides context on which documents LEAs are required to submit.

| Description of Documents                            | LEAs required to submit:   |
|---|--|
| NMPED LEA SNS Compliance                            | <b><i>Required for all LEAs</i></b>  |
| PED Federal Grant Equipment Approval                | Required if requesting the acquisition of equipment over \$5,000 per unit                        |
| Title I Application Assurances                      | <b><i>Required for all LEAs</i></b>  |
| Title I Carryover Justification                     | Required if budgeting 18-19 projected carryover funds from the 2018-19 school year               |
| Title I Equitable Services Compliance Questionnaire | Required if Title IA funds will be used to support students in a private non-profit (PNP) school |
| Title I Equitable Services Consultation             | Required if there are private non-profit (PNP) schools within district boundaries                |
| Homeless Set-Aside Needs Assessment                 | Required if LEA will use Title I funds to support homeless students                              |

## Title I Application: Step 20



### **Module 18 (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.

Documents \*

☐ Equipment/Fixed Assets Form

☐ Carryover Form

☐ Assurances and Superintendent Signature

☐ Equitable Services Consultation Form

☐ NMDASH Plan

☐ LEA SNS Compliance

☒ Specify your own value:

(1) Select one of the above Titles. (2) Use the above "Attach File" Action button to browse and select your applicable Form/Report in relationship to the Title you've chosen.

2. Click "Attach File".

Save Cancel Paste Cut Copy Attach File Spelling

Commit Clipboard Actions Spelling

Libraries

Reports

Lists

Recent

Site Contents

Documents \*

☐ Equipment/Fixed Assets Form

☐ Carryover Form

☐ Assurances and Superintendent Signature

☒ Equitable Services Consultation Form

☐ NMDASH Plan

☐ LEA SNS Compliance

☐ Specify your own value:

(1) Select one of the above Titles. (2) Use the above "Attach File" Action button to browse and select your applicable Form/Report in relationship to the Title you've chosen.

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" link to repeat the process.



# Title I Application: Submitting Application

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

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

|             | Title I A  | Title I D | Title II A |
|-------------|------------|-----------|------------|
| Allocation: | 174,508.00 | 0.00      | 20,839.00  |
| Debit:      | 174,507.48 | 0.00      | 0.00       |
| Credit:     | 0.00       | 0.00      | 0.00       |
| Balance:    | 0.52       | 0.00      | 20,839.00  |

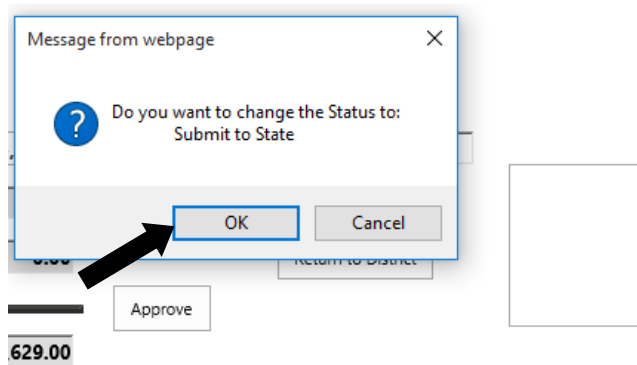
**Title I - Status**

Approve

Submit to State

Return to District

2. After clicking Submit to State, a pop-up window will appear asking if you would like to change the status of the application to "Submit to State". Click the "OK" 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 ONE:  |   |   | CATEGORY TWO:  |
|--|---|---|--|
| <i>Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes.</i> |   |   | <i>Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.</i> |
| Tier 1   | Tier 2  | Tier 3  | Tier 4   |
| STRONG EVIDENCE  | MODERATE EVIDENCE   | PROMISING EVIDENCE  | "STRONG THEORY"  |
| <i>Based on at least 1 well-designed and well-implemented experimental study.</i>                                | <i>Based on at least 1 well-designed and well-implemented quasi-experimental study.</i> | <i>Based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.</i> | <i>Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.</i>  |

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/).

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

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).

If you have any questions about a possible expenditure, please contact the Title I staff member assigned to your LEA.



## Appendix 4

### Evidence-Based Interventions (EBI)

#### 1. Share more information regarding Evidence-Based Interventions (EBI)

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 ONE:  |   |   | CATEGORY TWO:  |
|--|---|---|--|
| <i>Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes.</i> |   |   | <i>Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.</i> |
| <b>Tier 1</b>  | <b>Tier 2</b>   | <b>Tier 3</b>   | <b>Tier 4</b>  |
| <b>STRONG EVIDENCE</b>   | <b>MODERATE EVIDENCE</b>  | <b>PROMISING EVIDENCE</b>   | <b>“STRONG THEORY”</b>   |
| <i>Based on at least 1 well-designed and well-implemented experimental study.</i>                                | <i>Based on at least 1 well-designed and well-implemented quasi-experimental study.</i> | <i>Based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.</i> | <i>Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.</i>  |

Source: Policy Brief ESSA and Evidence: Why it Matters

#### 2. 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. 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/>