

Title I

2021-2022

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) 827-1811
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 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 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. 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



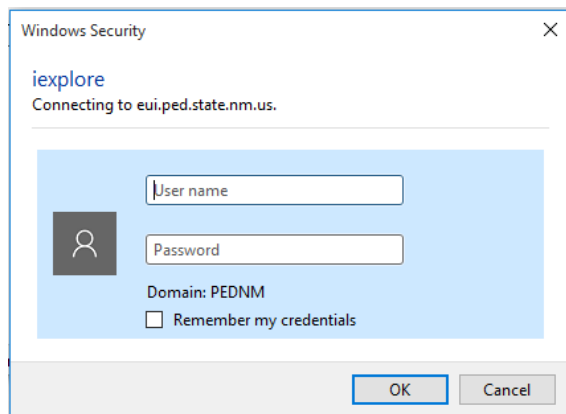
This tool bar will be located at the top of each module. It can be used in addition to, or in place of, the **Save** and **Cancel** buttons in the modules. Using the **Delete Item** button within a module will allow you to delete the record and start over.

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.

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: If you are having issues with your user login credentials please contact **Clarice Cata** at clarice.cata@state.nm.us or 505-412-8889.

Accessing the Application

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

Title I						
edit_button	SchoolYear	Title1FirstLastName	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

Module 2 (Required): Transferability and Reap Flex

Module 2: Transferability & Reap Flex (Required)

Edit Title2AAward TransferT1 Title4AAward TransferT4A Title4AwardBalance ReapEligibility TransferEligibility REAP Transfer FundUtilization TotalTransfer
There are no items to show in this view of the "Module 2: Transferability & Reap Flex" list.

 Add New Item - No more than one entry.

1. To access Module 2 click [“Add New Item-No more than one entry”](#) link.
2. Under transferability, districts can transfer up to 100% of applicable Title-II and Title-IV funds. Please contact the PED Educator Growth and Development Bureau and the Student Success and Wellness Bureau prior to completing this module to request the use of the transferability option. You will be asked to upload a copy of the approval email from one or both of these bureaus before your application is approved.
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.

Title2AAward	<input type="text" value="0"/>
Title4AAward	<input type="text" value="0"/>
ReapEligibility	<input type="text" value="Yes"/>
TransferEligibility	<input type="text" value="Yes"/>
REAP	<input type="text" value="No"/> <small>Are you planning to utilized Reap-Flex?</small>
Transfer	<input type="text" value="Yes"/> <small>Are you planning to utilize Transferability?</small>
TransferT1	<input type="text" value="0.00"/> <small>Transfer from Title II A to Title I A</small>
TransferT4A	<input type="text" value="0.00"/> <small>Transfer funds from T4A to Title I</small>
FundUtilization *	<div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div> <small>How will Title II/Title IV funds be used? Please be as thorough and detailed as possible.</small>




NOTE: Although Modules 2 through 3.1 **cannot** be deleted, they can be edited.

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 Carol Culver at (505) 490-5918 or carol.culver@state.nm.us for information.

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 *	<input type="text" value="(None)"/>
LowIncomeStudents	<input type="text" value="0"/>
	<small>Enter total number of eligible private school students from low-income families in attendance at this private school.</small>
PrivateLowIncomeStudents	<input type="text"/> %
PrivateSchoolFunds	<input type="text"/>
AdministrativeCosts	<input type="text" value="0.00"/>
	<small>Enter the amount the district will set aside to administer the private school Title I program.</small>
PrivateSchoolTotal	<input type="text"/>
Criteria *	<input type="text"/>

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



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

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 *

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.

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.

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/2019/09/2019-20-SSFS-Bureau-Guide.FINAL_.5.pdf

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.

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.



NOTE: [Please click here to access the rank order options located in Appendix 2](#)

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 15 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"/> <small>Enter the amount the district will set aside to support the identified school. CSI = Comprehensive Support and Improvement TSI = Targeted Support and Improvement</small>
Support *	<div style="border: 1px solid #ccc; height: 40px; width: 100%;"></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>
	<input type="button" value="Save"/> <input type="button" value="Cancel"/>

Module 7: Title I Community Schools

Please complete this module if an LEA is setting aside Title I funds to implement Community School strategies in public schools to integrate academics, health and social services, and youth development, among others, to improve student learning and to develop stronger and healthier families and communities.

- To access Module 7, click on the “Add Community School Funds” link.
- Use the drop down menu to select a school. If there are multiple schools, select one school at a time.
- Enter the amount that the District will set aside for the identified school.
- Describe the process for determining the Title I set-aside amount.
- Indicate whether or not Title I funds are being used to support any portion of a community schools coordinator.
- Next, describe the process that was taken to ensure sufficient stakeholder engagement.
- Provide context for how the school will address the cultural and linguistic needs of students and families.
- Describe how the school uses resources from a variety of sources to meet the needs of the community.
- List and provide context for the evidence-based strategies, programs and practices that address Expanded and Enriched Learning Time and Opportunities.
- 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.

Title I Funds Usage *

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.

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 *

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

Note: For guidance, refer to the *Funding Request and Allowable Expenses for Community Schools in the associated documents*. Community Schools and Extended Learning will contact you to complete two additional forms: *Budget Detail Worksheet* and *Leveraging of Funds*.



Please contact the Community Schools and Extended Learning Coordinator, Marangellie Trujillo, at Marangellie.Trujillo2@state.nm.us or 505-629-8120 for more information.

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"/> <small>Enter amount from fixed assets >\$5,000 line item in OBMS budget.</small>
IndirectCostRate	<input type="text" value="2.89000"/>
IndirectYN *	<input checked="" type="radio"/> Yes <input type="radio"/> No <small>Will the District claim Indirect Costs for Title I?</small>

Module 8.1 (Required): Parent/Family Engagement Costs

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



- 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.
- Describe how the District involved community members in making decisions about how parent/family engagement funds will be used.
- 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.
- 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 Clarice Cata at (505) 412-8889 or clarice.cata@state.nm.us for information on Title I Family Engagement and contact Katherine Avery at (505) 819-8379 or katherine.avery@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/>

Module 8.2: Summer School

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

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/>

Module 8.6: Other

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

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

Facility 
Select District Facility

DelinquentCount 

PerChildAmt


FacilityTotal



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.

Institution 
Select Delinquent Institution

EnvironmentCode *

ProgramDescription * Behavioral Health Support Services/Counseling
 Career Education
 Credit Recovery
 GED Program
 On-line Learning Program
 Special Education Services
 Transitional Services
 Vocational training/Counseling
 Specify your own value:

Choose activities that best describe your Delinquent program.



Please contact State Coordinator for Title I (D), Kenneth Stowe, at kenneth.stowe@state.nm.us or 505-412-9979 for more information.

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 Elementatry"/>
Students *	<input type="text" value="0"/> Enter the number of preschool students served.
PreschoolAmt *	<input type="text" value="0"/> Enter Title I Part A Preschool amount.

<input type="button" value="Save"/>	<input type="button" value="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

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 <input checked="" type="radio"/> No Is this funding only being used to supplement an existing state funded NM PreK site?
Services *	<input type="text"/> Describe specific services Title I Part A funds will pay for.

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 2020-21 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"/>
How many students experiencing homelessness did your LEA report last school year?	
Homeless Set Aside Amount	<input type="text" value="0.00"/>
Enter Title I, Part A dollar amount of homeless set aside.	
Per Pupil Amount	<input type="text" value="0.00"/>
Title I A set aside per pupil allocation for students experiencing homelessness. This is Calculated AUTOMATICALLY	
Evidence *	<input type="radio"/> YES <input type="radio"/> NO
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.	
Fund Usage *	<input type="text"/>
Short description/documentation explaining how Title I set aside dollars for homeless students will be spent.	
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	



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 or 505-827-1810 for more information.

Module 12 (Required): Foster Care Students

1. To access Module 12, 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.

Title1A

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.

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

Module 13 (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.

Module 14: 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.



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 request.

Module 15 (Required): School Rank Order

1. Carefully review the rank order options to the right of the module.
2. Select the method your district used to rank order schools based on poverty levels.
3. Once you have made your selection, click the “Save” button.

Instructions :

1. Carefully review the rank order options to the right of the module.
2. Select the method your district used to rank order schools based on poverty levels.

SchoolRankOrder_NEW * Option 1
 Option 2
 Option 3
 Option 4
 Option 5
 Option 6

Snapshot * 80 Day
 120 Day



NOTE: [Please click here to access the rank order options located in Appendix 2](#)

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/2020/02/FRL-Eligibility-Report-SY-2019-2020.xlsx>


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/2019/09/2019-20-SSFS-Bureau-Guide.FINAL.5.pdf>

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

Module 17.1: Neglected Programs Funding

1. To access Module 16.1, 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.



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.

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.

OnLineProgram

If the Program includes an On-Line Learning Program please list the names of the programs.

StaffingQualifications * Reading Specialist
 Educational Assistant
 Administrative Support Personnel
 Specify your own value:



Please contact State Coordinator for Title I (D), Kenneth Stowe, at kenneth.stowe@state.nm.us or 505-412-9979 for more information.

Associated Documents (Required)

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

Associated Documents

Type	Document
	2021-2022 Title I Equitable Services Consultation Form
	2021-2022 Title I Equitable Services Consultation Information
	2021-22 Homeless Set-Aside
	2021-22 Homeless Set-Aside_Example
	2021-22 NMPED LEA SNS Compliance Form

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	<i>An LEA need not have a methodology to comply with ESEA section 1118(b)(2) if it has—</i> <i>a. One school;</i> <i>b. Only Title I schools; or</i> <i>c. A grade span that contains only: a single school, non-Title I schools, or Title I schools (i.e., no methodology is required for this grade span).</i>
PED Federal Grant Equipment Approval	Required if requesting the acquisition of equipment over \$5,000 per unit
Title I Application Assurances	<i>Required for all LEAs</i>
Title I Carryover Justification	Required if budgeting 21-22 projected carryover funds
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
Funding Requests and Allowable Expenses for Community Schools	Required if Title I funds will be used for community schools



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 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 on the first tab to access Modules 1-8 and scroll to the top of the page.
2. Click the dropdown menu next to "Title1Status" and select "Submit to State"
3. Click the "Save" button. The page should then refresh showing the new status.

SchoolYear: 2020-2021

District: TEST PUBLIC SCHOOLS

Title1FirstName:

Enter Title I Grants Coordinator First and Last Name

Title1EmailAddress:

Enter Title I Grants Coordinator Email Address

Title1PhoneNumber:

*** ** Title I Grants Coordinator Phone Number

Title1SummerContactNumber:

*** ** Title I Grants Coordinator Summer Contact Number

Title1Status: **Submit to State**

(None)
Approve
In Process
Return to District
Submit to State

Title1Recommendations:

Version: 146.0
Created at 3/20/2020 3:11 PM by Mahesh Reddy
Last modified at 3/24/2020 4:31 PM by Mahesh Reddy

Review Process:

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

	Title I A	Title I D	Title II A
Allocation:	6,000,000.00	0.00	500,000.00
Debit: -	634,910.97	0.00	500,000.00
Credit: +	500,000.00	0.00	0.00
Balance:	5,865,089.03	0.00	0.00

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.

Title I Site Allocation Rank Ordering Options

Using Community Eligibility Provision (CEP) and Free and Reduced Price Lunch (FRPL) Data for Rank Ordering of Schools Applicable for the 2021-22 school year and subsequent school years.

The following are options an LEA may use for rank ordering its schools for purposes of Title I Site allocations.

- **Option 1** - Use 80-day or 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 80-day or 120-day direct certification pre-multiplier data for CEP schools and schools that do not participate in the NSLP, AND the number of students identified by direct certification plus the number of students identified for free lunch only through NSLP household applications (or income verification forms that use the same poverty measures as NSLP forms) for non-CEP schools, including standard and Provision 2 schools.
- **Option 3** - Use 80-day or 120-day direct certification post-multiplier data for CEP schools and schools that do not participate in the NSLP, AND the number of students identified by direct certification plus the number of students identified for free and reduced lunch through NSLP household applications (or income verification forms that use the same poverty measures as NSLP forms) for non-CEP schools, including standard and Provision 2 schools.
- **Option 4** – Use 80-day or 120-day direct certification post-multiplier data for CEP

schools and schools that do not participate in the NSLP, AND the higher of a school's (1) number of students identified by direct certification x 1.6 or (2) the number of students identified by direct certification plus the number of students identified for free and reduced lunch through NSLP household applications (or income verification forms that use the same poverty measures as NSLP forms) for non-CEP schools, including standard and Provision 2 schools.

- **Option 5** - Use 80-day or 120-day direct certification post-multiplier data for all schools, CEP, non-CEP, and schools that do not participate in the NSLP.
- **Option 6** – An LEA may elect to use a single form to collect household income information to (1) determine eligibility for school meals in non-CEP schools; and (2) distribute other education funding (Title I-A) in CEP schools and in schools that do not participate in the NSLP. In accordance with the United States Department of Agriculture (USDA) SP-54-2016, single forms developed for this purpose must:
 - Contain all information required on the school meals application;
 - Include a clear, concise, and prominent disclaimer indicating households with students attending CEP schools are not required to submit the form for their student to receive meals benefits; and
 - Clearly specify which fields must be completed for students attending CEP vs. non-CEP schools.

LEAs opting to use a single form must be able to distinguish between forms from students attending CEP vs. non-CEP schools so the LEA can comply with Program requirements related to household applications. For example, only non-CEP applications are used for selecting the verification sample, conducting an independent review of applications, and the Certification and Benefit Issuance portion of the Administrative Review for the school meal programs. Additionally, the LEA must cost-allocate expenses for form processing. Costs for processing forms for students attending CEP schools may not be paid from the nonprofit school food service account.

USDA encourages LEAs to identify means of allocating education funding that do not mitigate CEP's paperwork-reduction benefit. However, some LEAs electing to partially implement CEP have determined that individual income information is still necessary for carrying out various education funding allocations. A single form collecting household income information from students in CEP and non-CEP schools may be a reasonable way to streamline information collection.

See: <https://fns-prod.azureedge.net/sites/default/files/cn/SP54-2016os.pdf>

If an LEA elects Option 6, the LEA shall use each school's total population from the 80-day or 120-day direct certification post-multiplier data as the denominator in determining each school's poverty percentage. The numerator in this calculation shall be the number of students at the school who meet the poverty threshold. This is true regardless of the number of forms returned. Then, the LEA may use the poverty data from these forms to rank order schools for Title I within-district allocation purposes.

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: <i>Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes.</i>			CATEGORY TWO: <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/

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: <i>Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes.</i>			CATEGORY TWO: <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>

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/>

