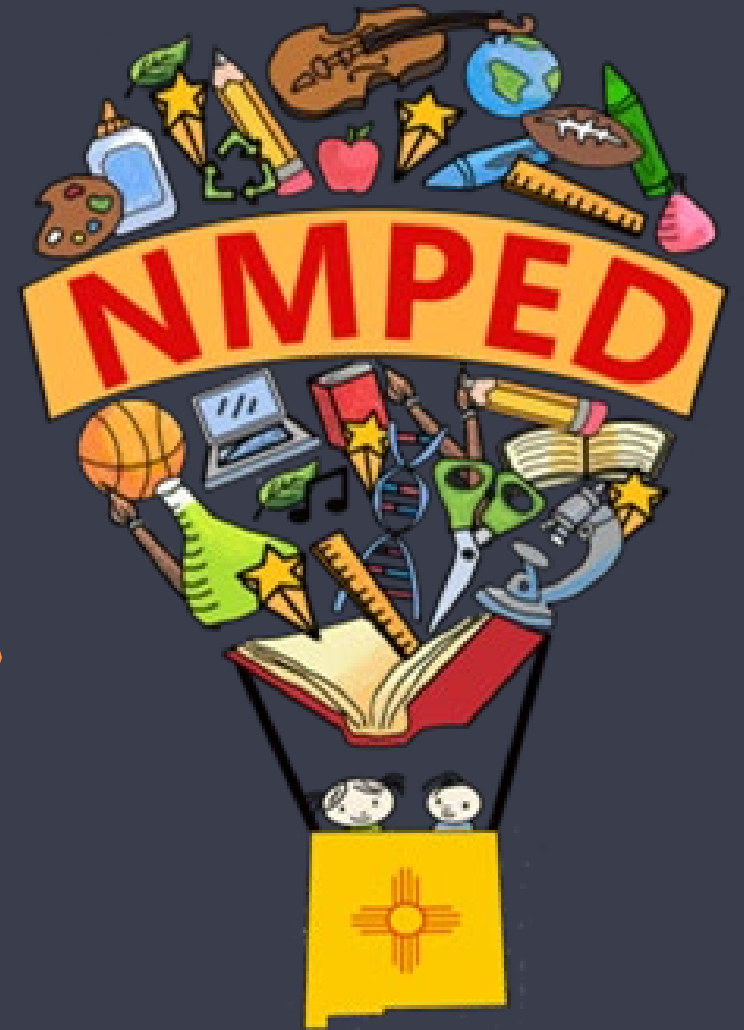


Title I 24-25 Application Instructions

Daniela Romero, Deputy Director
Student, School, and Family Support Bureau

Thursday, April 25, 2024

Investing for tomorrow, delivering today.



Agenda-

- Updated Website
- Title I Part A Guidance on Cost
- Title I Application Amendment
- Accessing Title I application
- Instructions on completing each module of 24-25 Title I Application.

SSFS Bureau Website

The screenshot displays the SSFS Bureau Website interface. At the top, there is a navigation bar with links for LICENSURE, ESSA, STUDENT OUTCOMES, OFFICES/PROGRAMS, NM PED LEADERSHIP, RFPs, RFI, RFAS, PED APPS (IT), CONTACT US, and WORK AT THE PED. Below this is a secondary navigation menu with links for HOME, ABOUT US, STUDENTS, EDUCATORS, FAMILIES/COMMUNITIES, and ADMINISTRATORS. The main content area is titled "TITLE I - PART A" and includes a breadcrumb trail: Home / Offices and Programs / Student, School, and Family Support Bureau / Title I - Part A. A sidebar on the right features the NIM PED logo and a list of resources: Student, School, and Family Support Bureau; ESSER I and II Funding Report; ARP ACT/ESSER III; Award Letters; CARES Act/ESSER; ESEA Equitable Services; CARES Act/GEER; CRRSA ACT/ESSER II; CRRSA RETENTION STIPEND; Emergency Assistance to Non-Public Schools; Title I - Part A; Title I Application Documents; Title I Student Groups; Title I - Part D; and Rural Education Achievement Program. The main content area contains several resource cards: "Title I Bureau Guide" (a PDF cover for the Student, School and Family Support Bureau Guide), "Title I Part A Guidance on Costs", "Title I Parents Right-to-Know Memo", "Title I Supplement Not Supplant Guidance Memo", "Partial Credit for Adjudicated or Mobile Students (NMAC) New Mexico Administrative Code 6.30.18", and "Title I and V Monitoring Self-Assessment Tool".

ESEA Equitable Services Webpage

ESEA Equitable Services – New

webnew.ped.state.nm.us/bureaus/eSEA-equitable-services/

OBMS Login Page ARP Application ... ESEA Consolidated... CARES Grant - Home SEA Reserve III Gra... SEA Reserve Grant... ARP - Home EANS Application ... Home - STARS Home New Mexico Public... DocuSign Login - E... SHARE Sign-in

LICENSURE ESSA STUDENT OUTCOMES OFFICES/PROGRAMS NM PED LEADERSHIP RFPs, RFIS, RFAS PED APPS (IT) CONTACT US WORK AT THE PED

NEW MEXICO Public Education Department

HOME ABOUT US STUDENTS EDUCATORS FAMILIES/COMMUNITIES ADMINISTRATORS

ESEA EQUITABLE SERVICES

Home / Offices and Programs / ESEA Equitable Services

PURPOSE OF EQUITABLE SERVICES THROUGH TITLE I PART A

Since 1965, the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires local educational agencies (LEAs) and other eligible entities to provide for the equitable participation of private school students, staff and families of students enrolled in nonprofit private schools.

WHAT ARE EQUITABLE SERVICES AND WHO IS ELIGIBLE?

Under section 1117 of the ESEA:

- School districts are required to provide services for eligible private school students, teachers and their families that are equitable to those of eligible public-school students.
- A private school student generates Title I funds if he/she resides within an attendance area of a participating Title I public school and meets the established low-income criteria.
- A private school student who can participate in Title I services resides within an attendance area of a participating Title I public school and is failing or at risk of failing state student academic achievement standards. Low-income status alone is not a basis for participation in the Title I program.
- The SEA Ombudsman's job is to help ensure equity for the private school students, and to monitor and enforce the equity requirement.

Ombudsman – Requirement: The Ombudsman

To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, an SEA must designate an ombudsman to monitor and enforce ESEA equitable services requirements under both Title I and Title VIII. (ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B).)

The Ombudsperson provides technical assistance, answers district and private school questions, participates in relevant meetings, communicates with the field and the United States Department of Education on relevant topics, and receives complaints from the field.

COMPLAINT/APEAL PROCESS

Private school officials have the right to file a complaint with NM PED if they believe:

1. consultation was not timely and meaningful,
2. their views were not duly considered,
3. district decisions were inequitable and/or,
4. in the case of Title I, any the method of determining low-income enrollment of private schools is in dispute.

Please contact the NM PED State Ombudsman Daniela Romero (Daniela.Romero@ped.nm.gov) to file a complaint.

NEW MEXICO STATE OMBUDSMAN CONTACT

Daniela Romero
Equitable Services Ombudsman
Daniela.Romero@ped.nm.gov
505.372.8385

TITLE I PART A EQUITABLE SERVICES

- [List of School's Receiving Equitable Services through Title I Part A](#)
- [NM PED Guidance-Services to Eligible Private School Children](#)

FEDERAL NON-REGULATORY GUIDANCE

- [Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance \(USDE July 17, 2023\)](#)
- [OESE Title I Equitable Services nonregulatory guidance \(USDE, May 17, 2023\)](#)

FORMS

- [Equitable Services Instructions and Requirements for Title I Part A](#)
- [Title I Consultation Form](#)

TITLE II PART A EQUITABLE SERVICES

- [Title II Part A Private Schools Equitable Services List 23-24 School Year](#)
- [Title II Part A Private School Equitable Services Instructions and Requirements](#)

FORMS

- [Title II Part A Equitable Services Consultation Form](#)

Page last updated April 23, 2024

Title I Guidance on Cost

Is the proposed expenditure or activity allocable?

Is the activity incurred specifically for the purpose of Title I, Part A? If the cost benefits more than Title I, Part A, is the cost distributed in proportions that may be approximated using reasonable methods?

- 2 CFR § 200.405 requires that charges to federal awards be allocated “in accordance with the relative benefits received.”

Is the cost reasonable?

- Is the nature and amount of the cost such that a prudent person under the circumstances prevailing at the time the decision was made would incur? [2 CFR 200.404?]
- Is the cost reasonable as compared to fair market prices for similar and comparable goods or services?
- Are all applicable purchasing or procurement codes followed?

Is the cost necessary?

- Is the activity or expenditure meeting a need(s) identified in the comprehensive needs assessment that guides the schoolwide program plan?
- Is the cost necessary for operating an efficient Title I Program that produces results and improves student achievement?
- If the cost is intended to support educators, do they have the knowledge and the time to implement what is proposed to be purchased?
- Does the program have the capacity to implement the activity?

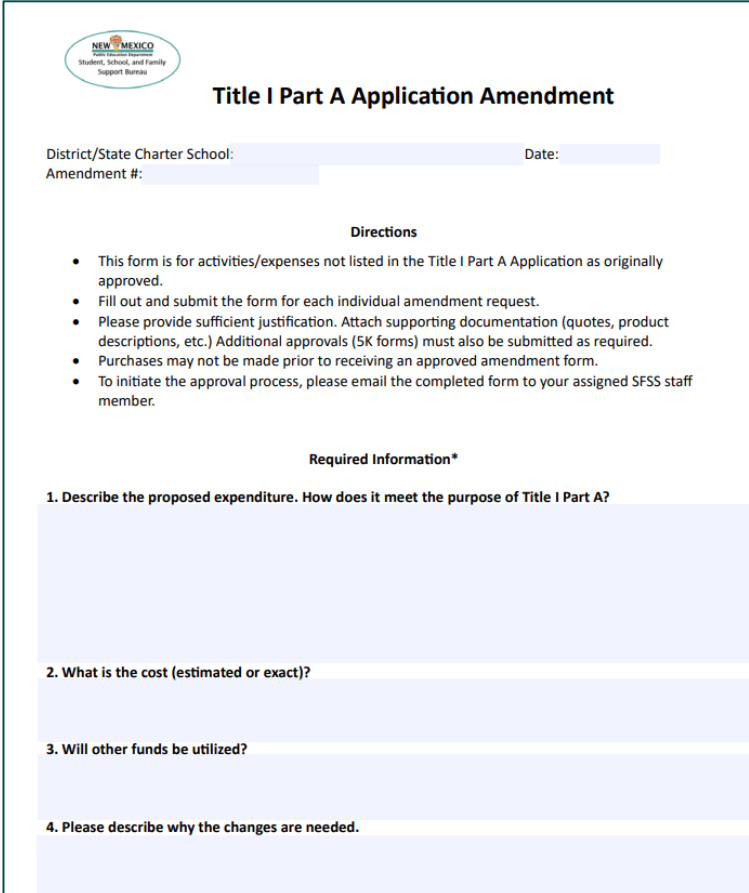
Is the cost an allowable use of funds under the requirements in Title I, Part A?



Supports for Title I Schools and Students	
Allowable	Unallowable
Provide opportunities for all students, including economically disadvantaged students, Native American students, English learners, and students with disabilities, to meet state academic standards	General expenditures unrelated to Title I purposes
Methods and instruction activities that strengthen the academic program including programs and activities to provide a well-rounded education and address identified school needs.	Field trips for entertainment or recreational purposes
Increase quality of learning time	Basic school or classroom necessities, such as furniture and office equipment
Enriched and accelerated curriculum	Decorations
Counseling and school-based mental health programs	Promotional items (t-shirts, fundraisers, etc.)
Mentoring services and other strategies to improve student skills outside the academic subjects	Athletic equipment or items related to sports events
Preparation for and awareness of opportunities for post-secondary education and the workforce	Construction

Title I Application Amendment

- If your district or charter needs to make edit to their Title I application, after it has been approved, please submit a Title I Amendment form to a member of the SSFS Bureau.
- This form can be found [here](#).



The image shows a form titled "Title I Part A Application Amendment" from the New Mexico Student, School, and Family Support Bureau. The form includes fields for "District/State Charter School:" and "Date:", and "Amendment #:". It contains a "Directions" section with four bullet points and a "Required Information*" section with four numbered questions. The questions are: 1. Describe the proposed expenditure. How does it meet the purpose of Title I Part A? 2. What is the cost (estimated or exact)? 3. Will other funds be utilized? 4. Please describe why the changes are needed.

NEW MEXICO
Student, School, and Family
Support Bureau

Title I Part A Application Amendment

District/State Charter School: _____ Date: _____
Amendment #: _____

Directions

- This form is for activities/expenses not listed in the Title I Part A Application as originally approved.
- Fill out and submit the form for each individual amendment request.
- Please provide sufficient justification. Attach supporting documentation (quotes, product descriptions, etc.) Additional approvals (SK forms) must also be submitted as required.
- Purchases may not be made prior to receiving an approved amendment form.
- To initiate the approval process, please email the completed form to your assigned SFSS staff member.

Required Information*

1. Describe the proposed expenditure. How does it meet the purpose of Title I Part A?

2. What is the cost (estimated or exact)?

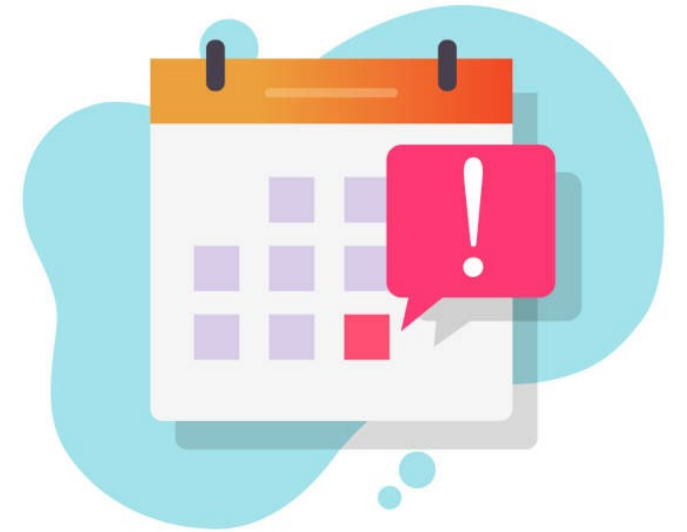
3. Will other funds be utilized?

4. Please describe why the changes are needed.

Accessing Title I Application

- Application Link-
<https://eui.ped.state.nm.us/sites/ESEAConApp/default.aspx>
- If you do not have access to SharePoint, please contact Daniela Romero for access (daniela.Romero@ped.nm.gov)

• **24/25 Title I Application**
Due May 21, 2024



Title I District Representatives

- District/ State Charter School Planning amount located in Balance Table.
- This table is a dynamic budget table. It will change as you complete each module. As you budget funds within each module, the balance will decrease. When the application is completed, the balance should be zero.
- Fill out contact information highlighted in yellow
- Title I recommendations will be found in circled box.
- Click Save

Public Education Department

BROWSE EDIT

Save Cancel Paste Cut Copy Delete Item Spelling

Commit Clipboard Actions Spelling

Site Contents

Title 1 District Application

SchoolYear: 2024-2025

District: .PED TEST

Title1FirstLastName: 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: (None)

Title1Recommendations:

Version: 15.0
Created at 2/27/2024 1:03 PM by Mahesh Reddy
Last modified at 4/18/2024 8:44 AM by Mahesh Reddy

Save Cancel

Title 1 Balance Table

	Title I A	Title I D	Title II A
Allocation:	2,456,396.32	35,648.25	45,696.32
Debit:	315,115.81	3,500.00	0.00
Credit:	0.00	0.00	0.00
Balance:	2,141,280.51	32,148.25	45,696.32

To Access Modules...

Title 1 District Application

SchoolYear: 2024-2025

District: _PED TEST

Title1FirstLastName:
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

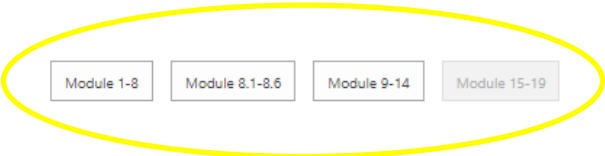
Title1Status: (None)

Title1Recommendations:

Version: 15.0
Created at 2/27/2024 1:03 PM by Mahesh Reddy
Last modified at 4/18/2024 8:44 AM by Mahesh Reddy

Title 1 Balance Table

	Title I A	Title I D	Title II A
Allocation:	2,456,396.32	35,648.25	45,696.32
Debit: -	335,344.95	3,500.00	0.00
Credit: +	0.00	0.00	0.00
Balance:	2,121,051.37	32,148.25	45,696.32



Click each box to access respective modules

Module 2: Transferability & Alternate Fund Use Authority

- Click on [Add New Item - No more than one entry](#)
- Title II and Title IV Award Allocations are not posted, but when released, this will be reflected in the Title I application
- The Alternative Fund Use Authority (AFUA) is a flexibility provision that allows eligible LEAs to combine funding under certain programs to carry out local activities under other specified Federal programs (Only for districts/charters that are SRSA eligible).
- Under transferability, districts can transfer up to 100% of applicable Title II and Title IV funds.
- Enter amount if applicable
- In narrative, give description on how funds will be used.
- If not applicable, please note as N/A in fund utilization box

*If you are transferring Title II or Title IV funds to Title I, you will be asked to upload a copy of the approval e-mail from one or both of these bureaus to your Title I application before it is approved.

Module 2 : Transferability & Alternate Fund Use Authority

Edit TransferT1 Title2AAward 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](#)

Module 2: Transferability & Reap Flex - New Item

EDIT

Save Cancel Paste Cut Copy Spelling

Commit Clipboard Spelling

Title2AAward

Title4AAward

ReapEligibility

TransferEligibility

REAP Are you planning to utilized AFUA?

Transfer Are you planning to utilize Transferability?

TransferT1 Transfer from Title II A to Title I A

TransferT4A Transfer funds from T4A to Title I

Fund Utilization *

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

Module 2 Continued

- If utilizing AFUA, fill in amounts that the district/state charter school is planning on using under this flexibility. The funds eligible for flexibility are Title II, Part A and Title IV, Part A funds.
- Funds can then be used for activities under: Title I, Part A; Title II, Part A; Title III; or Title IV, Parts A and B — provide description in Narrative Response area.
- District or state charter school needs to meet relevant eligibility and application requirements for Title II, Part A or Title IV.
- If not applicable, mark N/A.
- Click Save

Module 2: Transferability & Reap Flex - New Item

EDIT

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Commit Clipboard Spelling

as possible.

REAPT3	0.00	REAP from Title II-A to Title III
REAPT4A	0.00	REAP from Title II-A to Title IV-A
REAPT4B	0.00	REAP from Title II-A to Title IV-B
REAPT5	0.00	REAP from Title II-A to Title V

Narrative Response

Only SRSA eligible districts or state charter schools may exercise AFUA. Please ensure that the district/state charter school has met relevant eligibility and application requirements for Title II, Part A or Title IV, Part A. Please describe which fund, Title II, Part A or Title IV, Part A is used for flexibility under AFUA. Please also describe which activities authorized under eligible ESEA programs: Title I, Part A; Title II, Part A; Title III; or Parts A or B of Title IV is the district or state charter school planning on using the funds for.

Save

Module 3: Private School Equitable Services

Module 3 : Private School Equitable Services

	Title I A	TransferT1	ChildCount	PrivateLowIncomePCT	SumLowIncomeStudents	ProportionateFunds	SumAdminCosts	PrivateSchoolTotal
	2,456,396.32	0	8,500	0.0082	70	20,229.14	1,000.00	19,229.14

1. **Child Count** is the total number of students who are from low-income families residing in the attendance areas of the LEA's public schools participating in Title I, and who are attending participating Title I public schools; plus the total number of students from low-income families residing in participating Title I school attendance areas and attending private, nonprofit schools participating in Title I.
2. Complete narrative response (taken during consultation process).
3. If not applicable, please mark N/A

Title I A	<input type="text" value="2,456,396.32"/>
Title II A	<input type="text" value="45,696.32"/>
TransferT1	<input type="text" value="0"/> <small>Transfer from TitleIIA to TitleIA</small>
ChildCount	<input type="text" value="8,500"/> <small>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.</small>
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"/>
Narrative Response	<input type="text" value="Will spend on tutoring services."/> <small>Describe the equitable service activities for which the funds are being used. Please note, any supplies and equipment purchased as part of the provision of equitable services must be tracked and remain in the control of the district.</small>

Version: 4.0
Created at 2/28/2024 2:07 PM by Mahesh Reddy

NOTE: If assistance is needed during the consultation process, please contact the NM PED Equitable Services Ombudsman for more information (daniela.romero@ped.nm.gov)

Module 3.1: Private School Criteria

1. Drop down menu pick school name. If a school is not listed, please select MISC PRIVATE (**Create a new entry for each participating private non-profit school**).
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 nonprofit program.
4. Describe the criteria the district used to determine low-income eligibility for the private nonprofit school students. *Note: use poverty thresholds comparable to those used for determining low income in public schools.*
5. In the Documents Upload section of the application, please include the following:
 - **Consultation documents** for each participating private nonprofit school. A blank consultation form and consultation information are provided for your use in the Associated Documents section near the end of the application.
 - **A record of attempts** to contact private non-profit schools that are not participating in Title I.
6. If not applicable, mark N/A

Module 3.1 : Private School Criteria									
Edit	PrivateSchool	LowIncomeStudents	PrivateLowIncomeStudents	PrivateSchoolFunds	AdministrativeCosts	PrivateSchoolTotal	Criteria	Modified	Modified By
		Sum = 70				Sum = 19,229.14			
	QWERTY Schools	43	100.00 %	12,426.47	500.00	11,926.47	Forms sent out to families.	Yesterday at 4:32 PM	Daniela Romero
	Tab Schools	27	38.57 %	7,802.67	500.00	7,302.67	Income forms from families.	Yesterday at 4:32 PM	Daniela Romero

Add New Item

Module 3.1: Private School Criteria – New Item

EDIT

Save Cancel Paste Copy Attach File Spelling

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PrivateSchool * (None)

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

PrivateLowIncomeStudents %

PrivateSchoolFunds

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

PrivateSchoolTotal

Criteria *
What criteria were used to determine low income eligibility?

Save

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

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

Edit SalarySupport BusOfficeSupport BusMgrComp Support_Rationale

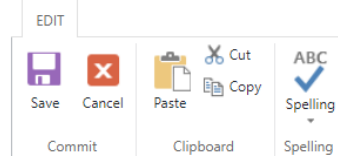
There are no items to show in this view of the "Module 3.1: Administrative Staff" list.



Add New Item - Multiple Entries may be required

1. 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.*
2. Will funds be used to support any portion of the salary or additional compensation for a business manager?
3. Will Title I funds be used to support any portion of the salary or additional compensation for business office support?
4. Enter Rationale to support why Title I funds will be used for salary support.
5. If not applicable, mark N/A.

Module 4 District Level Admin Staff, Superintendents, Principals or Business 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 principal's, building administrator's, or superintendent's, business office support use enter N/A.

Save

Cancel



Module 4.1: District Level Administrative Staff

Module 4.1: District Level Administrative Staff

Edit DistrictID:DistrictCode LocationName PositionTitle FunctionsDuties PARsCertifications %FTE_Title_I %FTE_OtherFunding %FTE=100%?

There are no items to show in this view of the "Module 3.2: Administrative Staff" list.

[Add New Item - Multiple Entries maybe required](#)



1. Report the district-level administrative positions, their locations, and functions or duties for all those that 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 "Add New Item" link. If you need to edit an entry, click on the icon in front of the entry.
3. FTE totals must equal 100% in this module.

District Level Administrative Staff - New Item

EDIT

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PositionLocation (None) Select the location.

Position_Title (None) 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 * 0
Percent of Title I Fund Sources for FTE.

%FTE_OtherFunding * 0
Percent of "Other" Fund Sources for FTE.

Save Cancel

Module 4.2 : District Level Administrative Costs

Module 4.2 : District Level Administrative Costs

Edit AdministrativeAmt AdministrativeDetail AdminPool Modified Modified By

There are no items to show in this view of the "Module 3.3: Administrative Costs" list.

Add New Item - No more than one entry



1. Report the dollar amount of Title I funds that will be allocated for administrative expenditures through Title I District set-aside funds and describe the expenditures.
2. Provide detail about the administrative expenditures from Title I Funds.
3. An administrative pool is a flexibility opportunity within ESEA that allows districts to conceptually consolidate their administrative funds from various ESEA programs. ESEA funds for administrative positions in this pool can only be used to administer ESEA grants
4. If not applicable, mark N/A

District Level Administrative Costs - New Item

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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 18.

AdminPool * Yes No

Does the District choose to consolidate its ESSA administrative funds in a consolidated administrative pool?

Save



Module 5 : Program Consultation and Program Planning

ESEA Section 1112

Module 5 : Program Consultation and Program Planning

Edit Program Plan Funding Modified Modified By

There are no items to show in this view of the "Module 4: Planning and Parent Involvement" list.

Add New Item - No more than one entry



-Program Plan Funding: Describe the process the district or state charter school used to determine how Title I funds are to be utilized. What data was used?

- **5.1-** Please describe how the district or state charter school will monitor students' progress in meeting the challenging State academic standards by:
- (a) developing and implementing a well-rounded program of instruction to meet the academic needs of all students
- (b) identifying students who may be at risk for academic failure
- (c) providing additional educational assistance to individual students the district or school determines need help in meeting the challenging State academic standards; and
- (d) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Module 5: Program Planning - New Item

EDIT



Save



Cancel



Paste



Cut



Copy



Spelling

Commit

Clipboard

Spelling

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.

5.1

5.1 Please describe how the district or state charter school will monitor students' progress in meeting the challenging State academic standards by:

- (a) developing and implementing a well-rounded program of instruction to meet the academic needs of all students
- (b) identifying students who may be at risk for academic failure
- (c) providing additional educational assistance to individual students the district or school determines need help in meeting the challenging State academic standards; and
- (d) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Module 5 : Program Consultation and Program Planning

- **5.2** How will the district or state charter school identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.
- **5.3** (Only for district or state charter schools with Targeted Assistance Programs) How will teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115 of ESEA as amended, identify the eligible children most in need of services? (If not applicable, type N/A).

5.2

5.2 How will the district or state charter school identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?

5.3

5.3 (Only for district or state charter schools with Targeted Assistance Programs) How will teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115 of ESEA as amended, identify the eligible children most in need of services?

Module 5 : Program Consultation and Program Planning

- **5.4** Describe how the district or state charter school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable **(a)** through coordination with institutions of higher education, employers, and other local partners **(b)** through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills
- **5.5** How will the district or state charter school support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each student group?



5.4

5.4 Describe how the district or state charter school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable
(a) through coordination with institutions of higher education, employers, and other local partners
(b) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

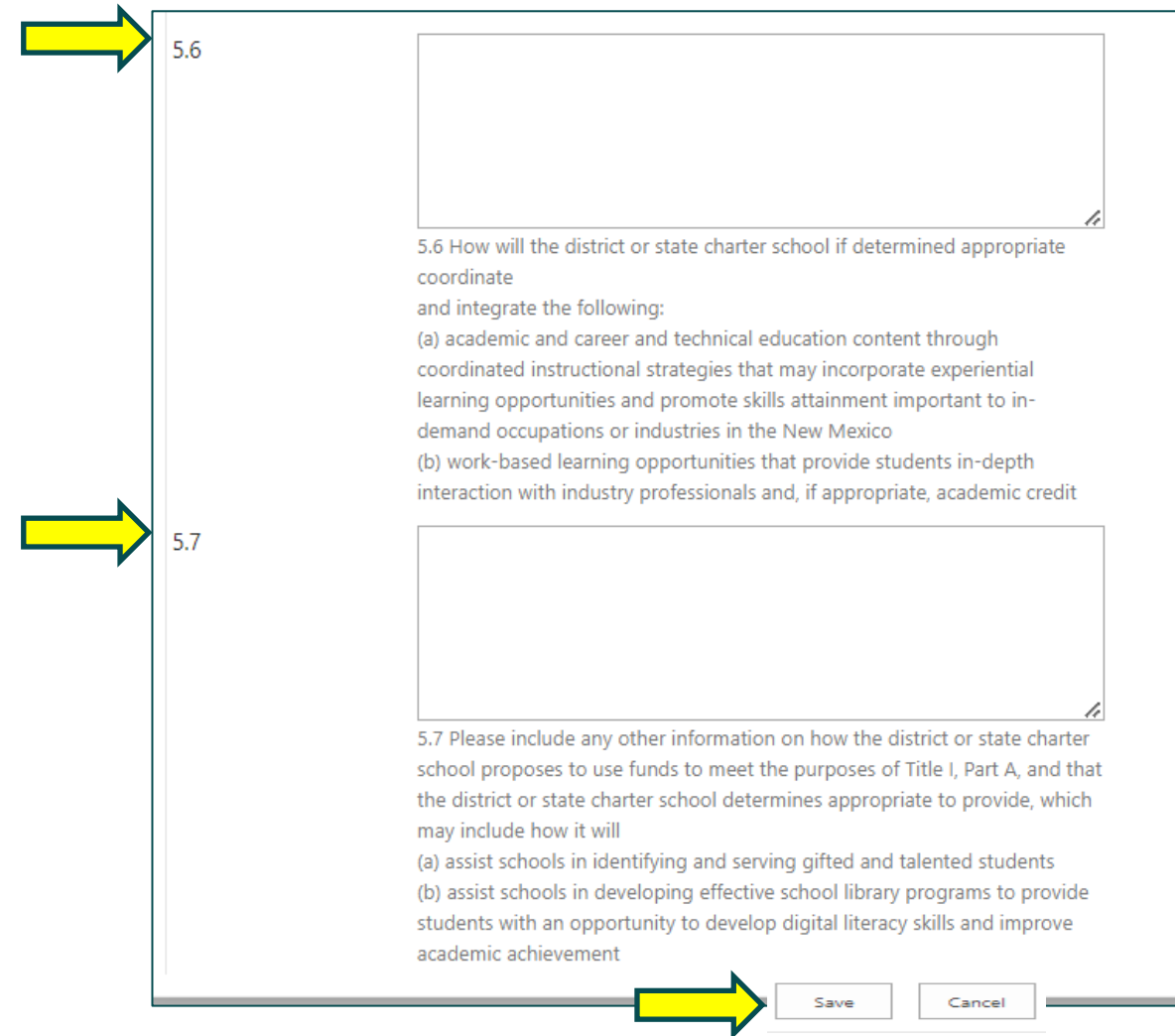


5.5

5.5 How will the district or state charter school support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each student group?

Module 5 : Program Consultation and Program Planning

- **5.6-** How will the district or state charter school if determined appropriate coordinate and integrate the following:
 - (a) academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the New Mexico.
 - (b) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
- **5.7-** Please include any other information on how the district or state charter school proposes to use funds to meet the purposes of Title I, Part A, and that the district or state charter school determines appropriate to provide, which may include how it will
 - (a) assist schools in identifying and serving gifted and talented students
 - (b) assist schools in developing effective school library programs to provide students with an opportunity to develop digital literacy skills and improve academic achievement.



5.6

5.6 How will the district or state charter school if determined appropriate coordinate and integrate the following:
(a) academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the New Mexico
(b) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

5.7

5.7 Please include any other information on how the district or state charter school proposes to use funds to meet the purposes of Title I, Part A, and that the district or state charter school determines appropriate to provide, which may include how it will
(a) assist schools in identifying and serving gifted and talented students
(b) assist schools in developing effective school library programs to provide students with an opportunity to develop digital literacy skills and improve academic achievement

Save Cancel

Module 6 : Parent Right-to-Know: Parent Participation

- Please describe how the district or state charter school is meeting the Parent Participation Requirement in Section 1112(e)(3)(C) of implementing effective means of outreach to parents of English Learner students to inform the parents regarding how they can be involved in their children's education.
- This includes holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I or Title III.



T1ModuleParentParticipation - New Item

EDIT

Save Cancel Paste Cut Copy Attach File Spelling

Commit Clipboard Actions Spelling

Narrative Response

Please describe how the district or state charter school is meeting the Parent Participation Requirement in Section 1112(e)(3)(C) of implementing effective means of outreach to parents of English Learner students to inform the parents regarding how they can be involved in their children's education. This includes holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I or Title III.

Save Cancel

Module 7 : Title I Community Schools

- Only complete this module if a district 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.**
- District or State Charter School will need to provide information on Stakeholder Engagement Process, Addressing Needs, How it meets Needs Of Community, Expanded and Enriched Learning Time and Opportunities, Collaborative Leadership And Practices, Integrated Student Supports, Active Family and Community Engagement, Professional Development Funds, Professional Development Description, and how it will be Evaluated And Assessed.

Title1_CommunitySchools - New Item

EDIT

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Title I Funds * YES NO
Will the district set aside Title I funds for Community Schools?

NameOfSchool (None) v

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?
If so, please indicate the amount set-aside for the Community Schools coordinator.

Community School Coordinator Amount * 0.00

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.

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.

Module 8 : Indirect Costs



Module 8 : Indirect Costs											
Edit	T1PartA	FixedAssets	IndirectBaseAmt	IndirectCostRate	IndirectYN	DistrictID:DistrictCode	BudgetBalance	IndirectAmount	FundsBudgeted	IndirectCostD	
	2,456,396.00	6,000	2,450,396.00	4.7500	Yes	000	2,339,280.19	111,115.81	2,450,396.00	1.0475	




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



Note: The application automatically includes your LEA’s indirect cost rate and will automatically calculate the LEA’s allowed Title I indirect costs based on the rate.

Public Education Department

BROWSE
EDIT

 Save
 Cancel

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 Spelling

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Spelling

Site Contents

T1PartA

T1PartD

FixedAssets *

Enter amount from fixed assets >\$5,000 line item in OBMS budget.

IndirectCostRate

IndirectYN *

Yes
 No

Will the District claim Indirect Costs for Title I?

Created at 4/18/2024 8:52 AM by Mahesh Reddy
Last modified at 4/18/2024 8:52 AM by Mahesh Reddy

Module 8.1: Parent and Family Engagement Required Reservation

- LEAs with Title I awards greater than \$500,000 must set aside at least 1% for parent/family engagement activities.
- Describe how the LEA 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 the LEA.


Investing for tomorrow, delivering today.

Module 8.1: Parent and Family Engagement Required Reservation

According to Section 1116(a)(3): Each district or state charter school must reserve at least 1 percent of its allocation to assist schools to carry out the activities for parent and family engagement, except when the Title I Part A allocation is \$500,000 or less for the fiscal year. A district or state charter school may reserve more than 1 percent of its allocation for activities for parent and family engagement.

Edit ParentCosts OutToSchool DistrictActivities ParentInvolvement FundUsage DistParentPolicy SchoolParentCompact Modified Modified By

There are no items to show in this view of the "Module 8.1: Parent Costs Set Aside" list.

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


Module 8.1: Parent Costs Set Aside - New Item

EDIT

Save Cancel Paste Cut Copy Spelling

Commit Clipboard Spelling

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?

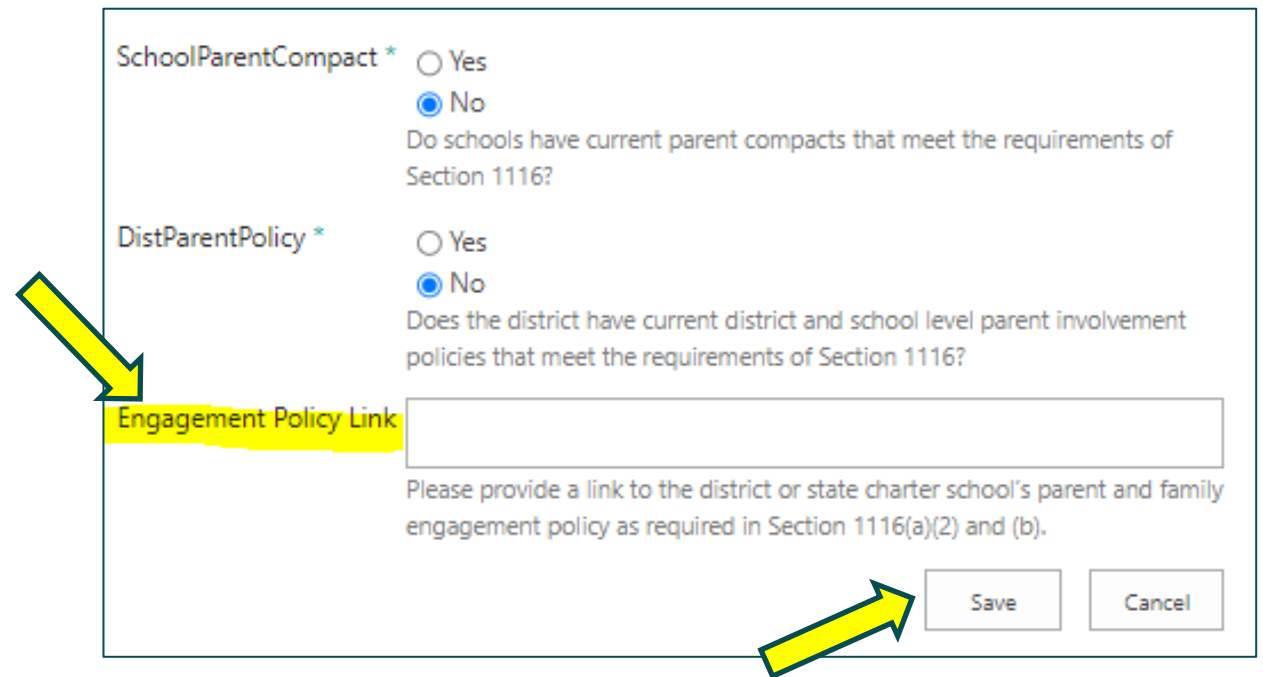
ParentInvolvement *
How were parents involved in decisions made about the parent involvement funds?

FundUsage *
Describe how parent involvement funds will be used.

Module 8.1 Continued

- Indicate whether schools have a current parent compact in place.
- Include a link to the district or state charter school's parent and family engagement policy as required in Section 1116(a)(2) and (b).

*If the district or charter does not have their parent & family engagement policy on their website, they may submit a copy of the document in the uploads section of the application.



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?

Engagement Policy Link

Please provide a link to the district or state charter school's parent and family engagement policy as required in Section 1116(a)(2) and (b).

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. If no applicable, mark as N/A.

The screenshot shows a web form with the following fields and values:

- Title1A**: 2456396
- SummerSchool ***: 10,000 (highlighted with a yellow arrow)
- Eligibility ***: Testing
- Program ***: Testing

Below the form, there is a metadata line: "Created at 4/18/2024 8:54 AM by Mahesh Reddy" and "Last modified at 4/18/2024 8:54 AM by Mahesh Reddy". At the bottom right, there are "Save" and "Cancel" buttons, with a yellow arrow pointing to the "Save" button.

Module 8.3: After School Program

Module 8.3: After School Program

Edit AfterSchool Eligibility Program Modified Modified By

There are no items to show in this view of the "Module 8.3:After School Program Set Aside" list.

Add New Item - No more than one entry



1. Report the amount being set aside for after school programs.
2. Describe eligibility criteria and provide a description of the program.
3. Describe the content of the District's after school program, (i.e. enrichment, reading/math support, arts, science, etc.).
4. If not applicable, mark N/A.

Title1A

2456396

AfterSchool *

10,000

Enter amount to be set aside for After School Programs.

Eligibility *

Testing

Provide the criteria used to establish student eligibility for the District's After School Program.

Program *

Testing

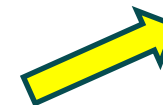
Describe the content of the District's After School Program (i.e. enrichment, reading/math support, arts, science, etc.).

Created at 4/18/2024 8:54 AM by Mahesh Reddy

Last modified at 4/18/2024 8:54 AM by Mahesh Reddy

Save

Cancel



Module 8.4: Staff Development Set Aside

Module 8.4: Staff Development Set Aside

Edit StaffDevelopment Activities Modified Modified By

There are no items to show in this view of the "Module 8.4: Staff Development Set Aside" list.

Add New Item - No more than one entry



1. Report the amount being set aside for staff development.
2. Describe the types of staff development opportunities that will be provided.
3. If not applicable, mark N/A.

Title1A	<input type="text" value="2456396"/>
StaffDevelopment *	<input type="text" value="10,000"/>
	Enter amount to be set aside for Staff Development.
Activities *	<input type="text" value="Testing"/>
	Describe the types of staff development opportunities that will be provided.
Created at 4/18/2024 8:54 AM by <input type="checkbox"/> Mahesh Reddy	
Last modified at 4/18/2024 8:54 AM by <input type="checkbox"/> Mahesh Reddy	
	<input type="button" value="Save"/> <input type="button" value="Cancel"/>

Module 8.5: School Culture and Climate

- Use this module to describe district set-aside expenses focused on improving school climate and culture.
- Describe the types of school climate interventions, programs or activities that foster safe, healthy and supportive school environments that will be provided.
- LEAs must select an evidenced-based intervention that addresses the root causes concerning safe, healthy and supportive school environments.
- If not applicable, mark N/A.

Module 8.5: School Culture and Climate - New Item

EDIT

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Commit Clipboard Actions Spelling

SchoolSafetyFunds * 0.00

SchoolSafety *

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

Save Cancel

Module 8.6: Other Set Aside

1. Report the amount being set aside for other district-level expenditures.
2. Provide an itemized description of any other district-level set asides that do not fit into any of the previous categories.
3. If not applicable, mark N/A.

Module 8.6: Other Set Aside

Edit OtherCosts OtherDetail Modified Modified By

There are no items to show in this view of the "Module 8.5: Other Set Aside" list.

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



Title1A	<input type="text" value="2456396"/>
OtherCosts *	<input type="text" value="1,000"/>
Enter amount to be set aside for OTHER District level activities.	
OtherDetail *	<input type="text" value="Testing"/>
Describe OTHER District level activities to be supported. Include a description of how sites were selected for these activities.	
Created at 4/18/2024 8:56 AM by <input type="checkbox"/> Mahesh Reddy	
Last modified at 4/18/2024 8:56 AM by <input type="checkbox"/> Mahesh Reddy	
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

Module 9.1: Delinquent Funding







- 1. This module is Only for LEAs with students in delinquent facility that was reported in the annual survey that was submitted in December.**
2. Use the drop-down menu to select a facility by double-clicking on the facility name. **Select and enter information for only one facility at a time.*
3. *Click on drop down menu for “DelinquenCount” and enter a per-child amount in the “PerChildAmt” field.*
4. Link for Title I Part D Subpart II Application link will be added to this module.

Module 9.1: Delinquent Funding							
Edit	Title1PartD	DistrictFacility	DelinquentNum	PerChildAmt	FacilityTotal	Modified	Modified By
	35,648.25	Test	35	100.00	3,500.00	5 days ago	<input type="checkbox"/> Mahesh Reddy
						Sum= 3,500.00	

Add New Item - Multiple Entries maybe required

Module 9.1 - Deliquent Funding - New Item


EDIT

 Save	 Cancel	 Paste	 Cut	 Copy	 ABC Spelling
Commit		Clipboard			Spelling

Title1PartD	<input type="text" value="35648.25"/>
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"/>
-------------------------------------	---------------------------------------

Module 9.2: Delinquent Services

Module 9.2: Delinquent Services						
Edit	Facility	EnvironmentCode	ProgramDescription	OnLineProgram	TransitionActivities	Staffing
	Test	AR - At-Risk program	Behavioral Health Support Services/Counseling		Postsecondary Financial Aid Assistance	Educational Assistant

[Add New Item - Multiple Entries maybe required](#)

- This module does not need to be completed, as Title I Part D Subpart II Application link will replace what is listed here.
- Module will be deleted from Title I Application

Module 10.1: Preschool Funding

Module 10.1: Preschool Funding

Edit Preschools Students PreschoolAmt Modified Modified By

There are no items to show in this view of the "Module 11.2: Preschool" list.

[Add New Item - Multiple Entries maybe required](#)



- 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" link .

District Level Preschool - New Item

EDIT

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Commit Clipboard Spelling


Title1A

Preschool

Students *
Enter the number of preschool students served.

PreschoolAmt *
Enter Title I Part A Preschool amount.

Save Cancel



Module 10.2: Preschool Services

- 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” link.
- If Title I funds will only be used to supplement services in an existing state-funded NM Pre-K program, select “yes”; otherwise, select “no.”
- Describe the specific services, materials or staffing that will be supported with Title I funds.

Module 10.2: District Level Preschool - New Item

Module 10.2: District Level Preschool - New Item

EDIT

Save Cancel Paste Copy Cut Spelling

Commit Clipboard Spelling

Preschool (None) v

ExclusivePreKFunding * Yes No
Is this funding only being used to supplement an existing state funded NM PreK site?

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

Materials *
Describe materials that Title I funds will pay for.

Staffing *

Describe staffing that Title I funds will pay for.

Please describe how the district will support, coordinate, and integrate services provided under Title I Part A with preschool programs at the district or individual school level including plans for the transition of students to local elementary school programs.

Save Cancel

Module 11: Homeless

1. Before completing this module, access the “2024-25 Homeless Set-Aside form Title I” document in the Associated Documents section near the end of the application.
2. Complete the homeless set-aside form to determine the Title I amount needed to support homeless students.
3. Enter the number of students that the LEA reported as experiencing homelessness for the 2023-24 school year.
4. Enter the set-aside amount for Title I, Part A funds. *Note: This amount should match the amount shown in cell C 37 on the completed “2024-25 Homeless Set-Aside Form Title I.”*
5. 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.
6. Please indicate whether the LEA has provided a comprehensive needs assessment for homeless students to the PED.
7. Describe the process for determining the set-aside amount and how the district will use these funds.

Edit	Number of Students	Homeless Set Aside Amount	Per Pupil Amount	Evidence	Fund Usage	Modified	Modified By
	12	1,500.00	125.00	NO	Test	May 18, 2023	<input type="checkbox"/> Mahesh Reddy

Public Education Department

BROWSE EDIT

Save Cancel Paste Copy Delete Item Spelling Commit Site Contents

Title1A: 2456396

Number of Students: 12
How many students experiencing homelessness did your LEA report last school year?

Homeless Set Aside Amount: 1,000.00
Enter Title I, Part A dollar amount of homeless set aside.

Per Pupil Amount: 83.33
Title I A set aside per pupil allocation for students experiencing homelessness. This is Calculated AUTOMATICALLY

Evidence *
 YES
 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 *
TEsting
Short description/documentation explaining how Title I set aside dollars for homeless students will be spent.

Created at 4/18/2024 9:05 AM by Mahesh Reddy
Last modified at 4/18/2024 9:05 AM by Mahesh Reddy

Save Cancel

Module 12: Foster Care Students

1. 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.
2. Enter the Title I Part A set-aside amount for foster care transportation.
3. Describe the LEA’s “Best Interest Determination” process. A response is required, even if the LEA has not held any Best Interest Determination meetings at the time of the Title I application. All LEAs are required to have a process for holding “Best Interest Determinations.”
4. Describe the LEA’s 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.
5. 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.
6. Include name of the district’s Foster Care Liaison, along with an email address.

Module 12: Foster Care Students - New Item

EDIT

Save Cancel Paste Copy Attach File Spelling

Commit Clipboard Actions Spelling

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 *

FosterCareEnrollment *

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.

- 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

Save

Cancel

Module 13: Student Needs and Progress Monitoring

1. Describe assessments and other objective criteria that are used to identify students who are at risk of not meeting NM state standards and how the LEA monitors student progress.
2. Describe how the LEA monitors student progress on meeting state standards.
3. Describe how positive behavioral interventions and supports are implemented across the district to improve school conditions for learning.

T1StudentNeedsProgressMonitoring - New Item

EDIT

Save Cancel Paste Copy Attach File Spelling

Commit Clipboard Actions Spelling

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

Module 14: School Wide Waiver

1. Indicate whether or not the LEA is requesting a waiver of the 40% poverty school-wide program requirement (Section 1114(a)(1)(B) of ESSA).
2. Describe the rationale and process for operating a school-wide program at the school rather than a targeted program.

NOTE: Each school for which you are requesting a waiver must have its own entry. Use the "Add new item" link to add additional waiver requests.

Edit	SchoolWideWaiver	Justification	Modified	Modified By
	Yes	TTesting	6 days ago	<input type="checkbox"/> Mahesh Reddy

[Add New Item](#)

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

EDIT

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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.

Save Cancel

Module 15: School Rank Order

Module 15: School Rank Order

Edit	DistrictID:DistrictCode	SchoolRankOrder_NEW	Snapshot
 000	Option 2	80 Day	

Add New Item

Site Contents

Please refer the descriptions for Options here :

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.

Instructions :

1. Carefully review the rank order options above.
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

Created at 4/18/2024 9:13 AM by Mahesh Reddy
Last modified at 4/18/2024 9:13 AM by Mahesh Reddy

Save

Cancel

1. Carefully review the rank order options listed in the module.

2. Select the method your district will use for entering student enrollment and low-income numbers in Module 16 (Options 1-6).

3. Choose 80- or 120-Day Snapshot

4. Once you have made your selection, click the "Save" button.

Module 16: Site Allocation

Module 16: Site Allocation																					
Edit	Schools	GradeLevel	SchoolType	Enrollment	Students	LowIncome%	BuildingAllocation	Amount	Read	Math	Assist	Model	Class	AtRisk	RTutor	MTutor	Intervene	Tech	Materials	Preschool	Social
	SA HIGH		School Wide	500	200	40.00 %	40,000.00	200.00	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
	SA HIGH 2		School Wide	200	50	25.00 %	100,000.00	2,000.00	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO



[Add New Item - Multiple Entries maybe required](#)

BuildingAllocation Total: 140,000.00

1. Click on “Add new item.”
2. Select the school site in the drop-down menu. Enter school enrollment and number of low-income students. Select numbers from STARS/NOVA based on the option you selected in Module 15.
3. For each school, indicate its Title I school status by selecting “No Services,” “School Wide” or “Targeted.”
4. For each school, enter the amount of funding to be provided per low-income student.
5. Describe the school program using the choices provided. For each school receiving Title I funds, select at least one “yes” button; more “yes” buttons may be selected if applicable. After you describe the program and Save, click “Add new item” link to repeat the process for each school in the Module 16 drop-down list.
6. Save and upload copy of STARS/NOVA Data used to determine low-income percentage in Module 18.

Module 16: Site Allocation - New Item

EDIT

Save Cancel Paste Cut Copy Spelling

Commit Clipboard Spelling

School (None)

Enrollment * 0
Enter total school enrollment.

Students * 0
Enter total number of low income students.

Amount * 0.00
Enter amount per low income student.

SchoolType *
 No Services
 School Wide
 Targeted
Select Type of School

Read *
 YES
 NO
Are allocation funds being used to hire teachers/specialists to provide reading instruction during the school day?

Math *
 YES
 NO
Are allocation funds being used to hire teachers/specialists to provide math instruction during the school day?

Assist *
 YES
 NO
Are allocation funds being used to hire instructional assistants to support classroom teachers?

Module 17.1: Neglected Funding

Module 17.1: Neglected Funding

Edit	DistrictID:DistrictCode	NeglectedFacility	NeglectCount	PerChildAmt	FacilityTotal	Modified	Modified By
	000	NF School	25	1,000.00	25,000.00	6 days ago	<input type="checkbox"/> Mahesh Reddy



Add New Item - Multiple Entries maybe required


- 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” link. Repeat the process for multiple sites.

Module 17.1: Neglected Funding - New Item

EDIT

Save Cancel Paste Copy Spelling

Commit Clipboard Spelling

Facility 
Select District Facility

NeglectedCount

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

Save Cancel

Module 17.2 Neglected Services (Facilities must match Facilities in Module 17.1)

Module 17.2 Neglected Services (Facilities must match above. Facilities 17.1)

Edit	DistrictID:DistrictCode	Facilities	Program	OnLineProgram	StaffingQualifications	Modified	Modified By
	000	NF School	Tutoring	Testing	Educational Assistant,Administrative Support Personnel	6 days ago	<input type="checkbox"/> Mahesh Reddy

Add New Item - Multiple Entries maybe required

Module 17.2 Neglected Services – New Item

1. Choose facility from drop down menu
2. Mark applicable activities that best describe your district's Neglected Program.
3. If implementing an online program, list name of program to be used.
4. Identify teaching staff and/or instructional staff whose salaries are partially or fully paid via Title I Part A Neglected set-asides.

EDIT

Save Cancel Paste Cut Copy Spelling

Commit Clipboard Spelling

Facility (None) 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.

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:

Identify the teaching staff and or instructional staff whose salaries are partially or fully paid via Title I Part A Neglected set-asides.

Save Cancel

Associated Documents

1. To complete each associated document click on the linked document name (Both documents are required to be completed and signed by every LEA).
 - a. **2024-2025 Supplement Not Supplant**
 - b. **Title I 24-25 Assurances**
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 completed all edits.
4. Upload the completed document to Module 19: Document Upload.

Associated Documents	
Name	
2024-25 Homeless Set-Aside Form Example Title I	
2024-25 Homeless Set-Aside Form Title I	
PED Federal Grant Equipment Approval Form	
Title I A 24-25 Application Assurances	
Title I Part A SNS 2024-2025	
Title-I-Equitable-Services-Consultation-Form	
Title-I-Equitable-Services-Consultation-Information	



2024-2025 Supplement, Not Supplant Under Title I, Part A Documentation of Compliance

Name of District or State Charter School:

This document must be completed by all LEAs receiving a Title I, Part A subgrant.

Supplement, Not Supplant

A district or state-authorized charter school (LEA) receiving Title I, Part A funds shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds. Please see ESEA, as amended, Section 1118(b)(1).

Module 18: Tribal Consultation

Module 18: Tribal Consultation

Edit	DistrictID:DistrictCode	Narrative	Modified By
	000	Testing Tribal consultation narrative module	<input type="checkbox"/> Mahesh Reddy

Add Narrative Response



- Complete Module 18: Tribal Consultation if applicable
- Provide copy of signed Affirmation of Tribal Consultation document. This is requirement in ESEA, as amended, Sec. 8538. Upload this document in Module 19.
- If signed Affirmation of Tribal Consultation is uploaded, narrative is not needed.
- If not applicable, enter N/A.

T1TribalConsultationModule - New Item

EDIT

Save	Cancel	Paste	Copy	Attach File	Spelling
Commit		Clipboard		Actions	Spelling

If applicable, please provide a copy of the signed Affirmation of Tribal Consultation document. This is a requirement in ESEA, as amended, Sec. 8538.

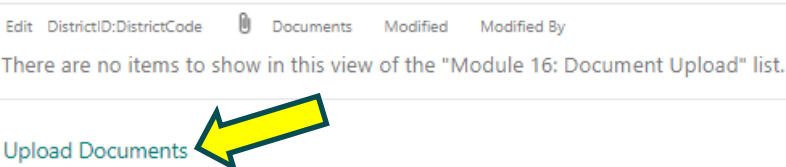
Further information and the form can be found in the following website: [Tribal Consultation – New Mexico Public Education Department \(state.nm.us\)](https://state.nm.us/tribal-consultation)

Narrative

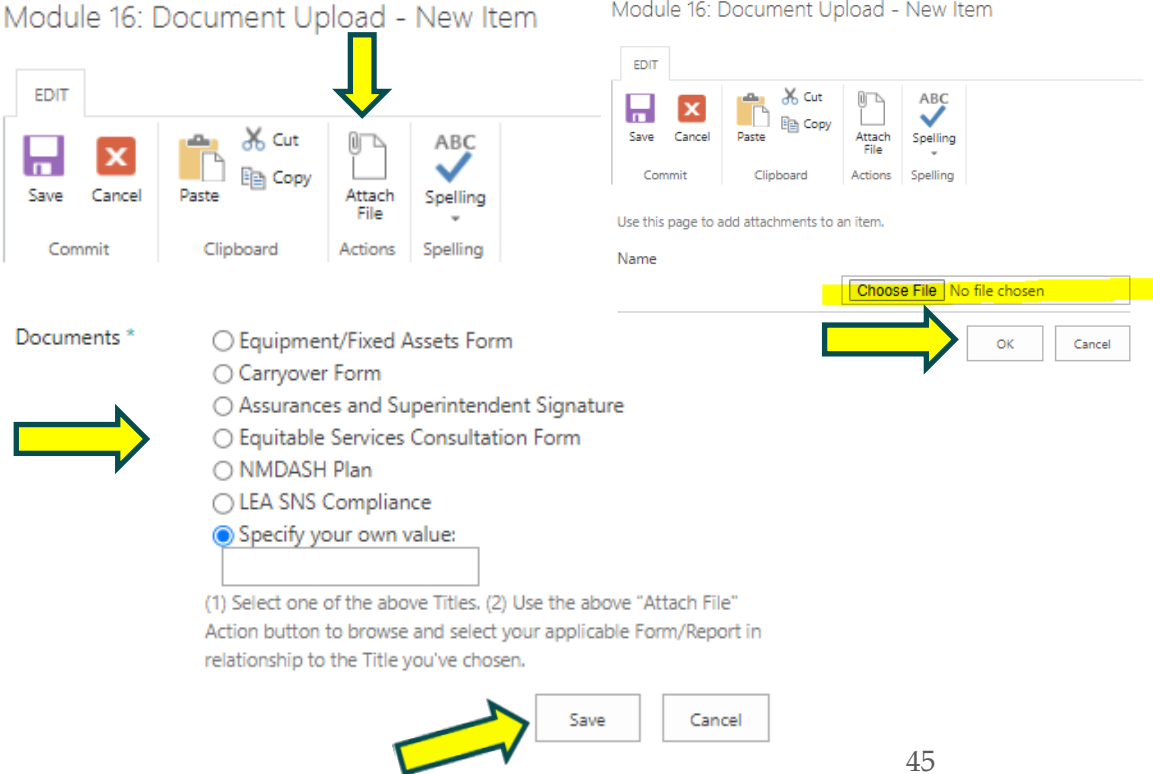
Save Cancel

Module 19: Document Upload

Module 19: Document Upload



1. To upload any documents needed to support your application first select and/or specify the type of file to be attached.
2. Click "Attach File."
3. Then click on "Browse" to search for documents that you would like to upload.
4. Choose file to upload and click "ok."
5. Click "Save."
6. 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.



Questions?



SSFSB STAFF

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Todd Newman	505-365-3018	Todd.Newman@ped.nm.gov	Education Administrator – Advanced
Dr. Nicole O'Shea	505-531-7389	Nicole.Oshea@ped.nm.gov	Title I Part D/RLIS Coordinator (Please contact for Title I Part D only)