NEW MEXICO
Public Education Department

Unified Application

ESEA Documentation & Priorities Module

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Presentation for LEAs

January 20, 2026

Overview

IN THIS MEETING, LEAs WILL

- Review the templates, forms, and criteria for completing ESEA documentation for the following:
  - the Homeless Needs Assessment;
  - tribal consultation;
  - supplement not supplant compliance; and
  - the Comprehensive Needs Assessment.
- Understand next steps for completing the ESEA supporting documentation for the UA.

AGENDA

I. Background & Context for Supporting Documents
   - The Homeless Needs Assessment
   - Tribal Consultation
   - Supplement not Supplant - Title I Part A
   - The Comprehensive Needs Assessment

ESEA Supporting Documentation

Background & Context for Supporting

There are several requirements for Unified Application submission that districts can begin working on prior to application launch.

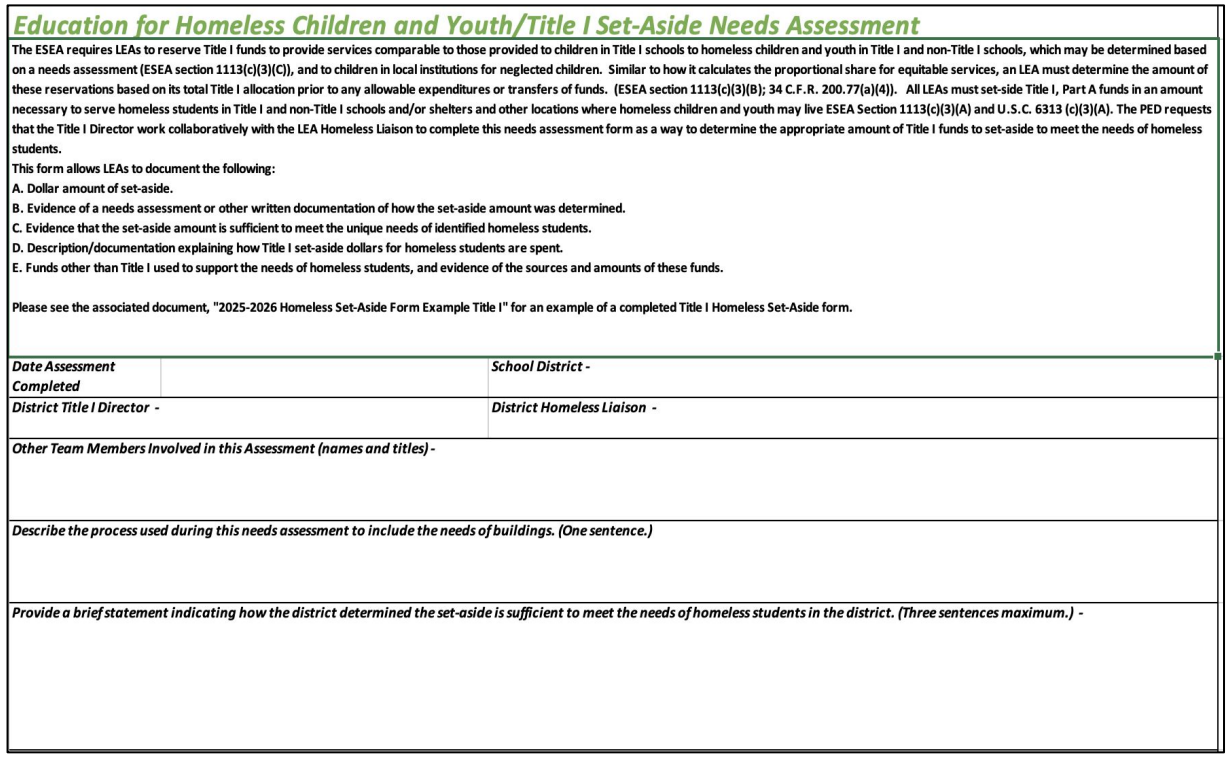
The Unified Application will require LEAs to complete the following documents:

1. Homeless Needs Assessment (upload)
2. Tribal Consultation (upload)
3. Supplement Not Supplant form (upload)
4. Comprehensive Needs Assessment (CNA) (UA fillable form)

Homeless Needs Assessment

Homeless Needs Assessment Overview

All LEAs must complete the Homeless Needs Assessment, regardless of whether or not they set aside funds. This form is available on the Unified Application Support Page.



Education for Homeless Children and Youth/Title I Set-Aside Needs Assessment

The ESEA requires LEAs to reserve Title I funds to provide services comparable to those provided to children in Title I schools to homeless children and youth in Title I and non-Title I schools, which may be determined based on a needs assessment (ESEA section 1113(c)(3)(C)), and to children in local institutions for neglected children. Similar to how it calculates the proportional share for equitable services, an LEA must determine the amount of these reservations based on its total Title I allocation prior to any allowable expenditures or transfers of funds. (ESEA section 1113(c)(3)(B); 34 C.F.R. 200.77(a)(4)). All LEAs must set-side Title I, Part A funds in an amount necessary to serve homeless students in Title I and non-Title I schools and/or shelters and other locations where homeless children and youth may live ESEA Section 1113(c)(3)(A) and U.S.C. 6313 (c)(3)(A). The PED requests that the Title I Director work collaboratively with the LEA Homeless Liaison to complete this needs assessment form as a way to determine the appropriate amount of Title I funds to set-aside to meet the needs of homeless students.

This form allows LEAs to document the following:

A. Dollar amount of set-aside.

B. Evidence of a needs assessment or other written documentation of how the set-aside amount was determined.

C. Evidence that the set-aside amount is sufficient to meet the unique needs of identified homeless students.

D. Description/documentation explaining how Title I set-aside dollars for homeless students are spent.

E. Funds other than Title I used to support the needs of homeless students, and evidence of the sources and amounts of these funds.

Please see the associated document, "2025-2026 Homeless Set-Aside Form Example Title I" for an example of a completed Title I Homeless Set-Aside form.

Date Assessment Completed	*School District -*
District Title I Director -	*District Homeless Liaison -*
Other Team Members Involved in this Assessment (names and titles) -	
Describe the process used during this needs assessment to include the needs of buildings. (One sentence.)	
Provide a brief statement indicating how the district determined the set-aside is sufficient to meet the needs of homeless students in the district. (Three sentences maximum.) -	

Key information collected in the homeless needs assessment includes:

- Dollar amount of set-aside (amount in form should match amount listed in UA)
- Evidence of a needs assessment or other written documentation of how the set-aside amount was determined.
- Evidence that the set-aside amount is sufficient to meet the unique needs of identified homeless students.
- Description/documentation explaining how Title I set-aside dollars for homeless students are spent.
- Funds other than Title I used to support the needs of homeless students, and evidence of the sources and amounts of these funds.

Tribal Consultation

Tribal Consultation Overview

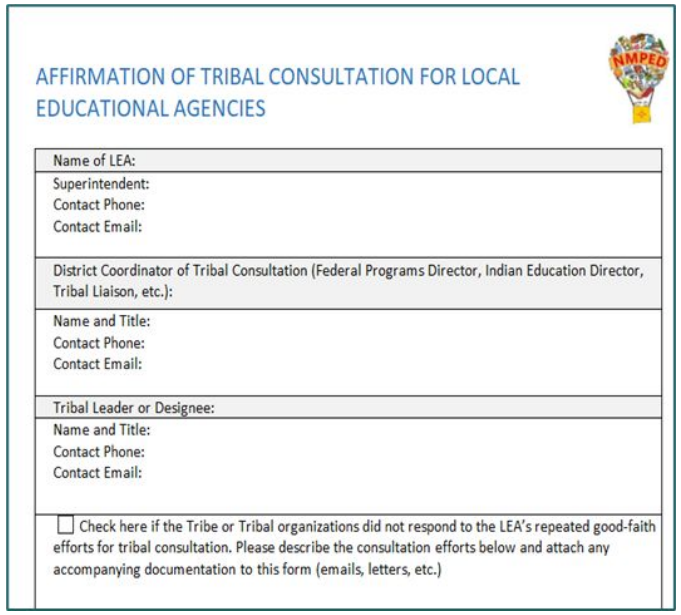
Per section 8538 of the Elementary and Secondary Education Act (ESEA), as amended, affected Local Education Agencies (LEAs) must consult with Indian Tribes or those Tribal organizations approved by the Tribes located in the area served by the LEA prior to submitting a plan or application for covered programs under ESEA.

The term ‘affected LEA’ means an LEA that has

- 50% or more of its student enrollment comprised of American Indian (AI) or Alaskan Native (AN) students; or
- Received an Indian education formula grant under Title VI part A Subpart 1 in the previous year that exceeded $40,000.

Tribal Consultation Form

Each affected LEA shall maintain in the agency's records and provide to NMPED a written affirmation signed by the appropriate officials of the participating Tribes or Tribal organizations approved by the Tribes that the consultation required by this section has occurred.



AFFIRMATION OF TRIBAL CONSULTATION FOR LOCAL EDUCATIONAL AGENCIES

Name of LEA:
Superintendent: Contact Phone: Contact Email:
District Coordinator of Tribal Consultation (Federal Programs Director, Indian Education Director, Tribal Liaison, etc.):
Name and Title: Contact Phone: Contact Email:
Tribal Leader or Designee:
Name and Title: Contact Phone: Contact Email:
☐ Check here if the Tribe or Tribal organizations did not respond to the LEA's repeated good-faith efforts for tribal consultation. Please describe the consultation efforts below and attach any accompanying documentation to this form (emails, letters, etc.)

Further information: Visit the Tribal Consultation webpage

For an Affirmation of Tribal Consultation document, click here.

A completed and signed Affirmation of Tribal Consultation document must be submitted with the Unified Application by affected LEAs.

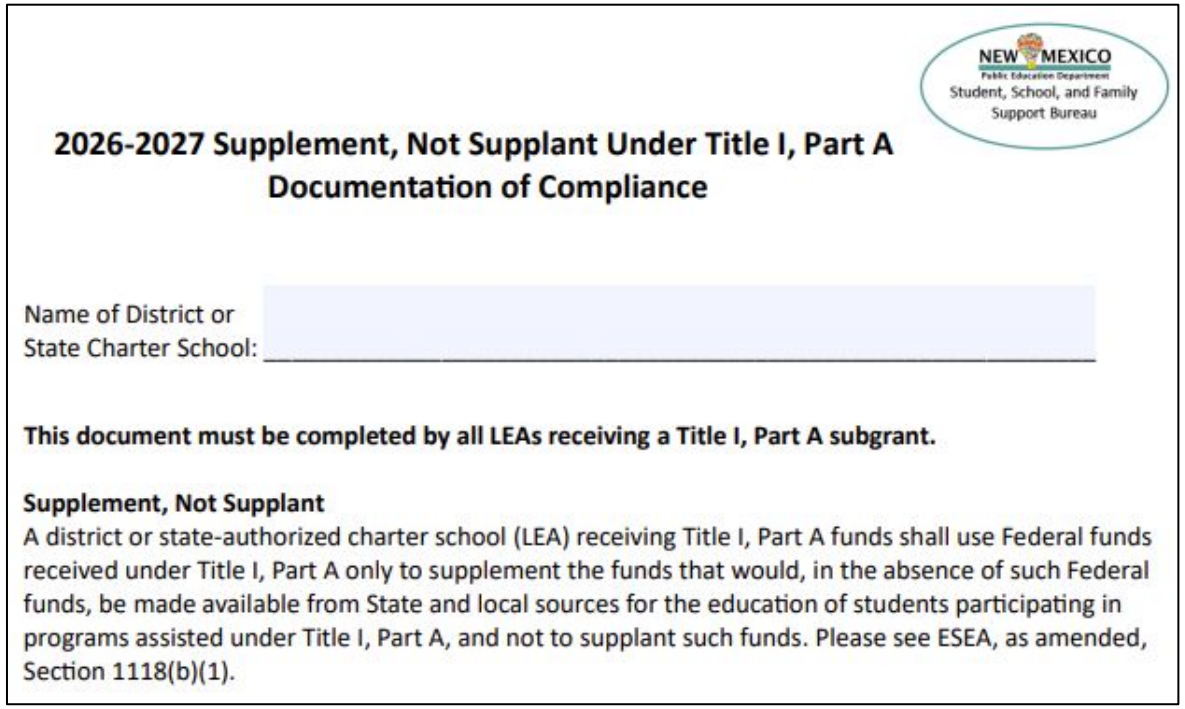
Supplement Not Supplant - Title I Part A

Supplement Not Supplant Overview

The Supplement, Not Supplant Under Title I Part A Documentation of Compliance must be completed by all LEAs applying for a Title I Part A subgrant to ensure compliance with all provisions of ESEA, as amended, section 1118(b). The Supplement Not Supplant form is available on the Unified Application Support Page.

To demonstrate compliance with the supplement not supplant requirement, an LEA's methodology to allocate State and local funds to schools must result in each Title I school in the LEA receiving all the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.

- Select methodology & provide description
- If methodology is not required, select the reason from the listed options
- Include LEA name under the Assurance section



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Student, School, and Family Support Bureau

2026-2027 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).

The Comprehensive Needs Assessment

Comprehensive Needs Assessment (CNA)

The needs assessment is the first step in a continuous improvement cycle.

Purpose:

- Identify, understand, and prioritize the needs that districts/charters must address to improve student achievement.
- Examination of the current reality (strengths and challenges)
- Assess what is needed to get to desired outcomes.

Goals:

- Meet compliance regulations
- Planning the spending of federal funds
- Consider connections between funds

CNA Requirements

The Intent is to Assess for Needs Across all Federal Programs.

	Title I Part C	Title II Part A	Title III	Title IV Part A
Which districts are required to complete a needs assessment?	All who support migratory students due to qualifying work in agriculture or fishery	All	All, intent to apply available for new Districts/Charters in the fall	Districts/Charters with an award of $30,000 or more.
How often?	annual/27 months	annual/27 months	annual/27 months	Every three years
What areas of improvement must the needs assessment address?	State Comprehensive Needs Assessment	Professional Development (HQ)	English Learner Student Identification	Well-rounded education for all students
	State Service Delivery Plan	Recruitment and Retention of HQ Educators	Immigrant Student Identification and Services	Healthy and safe learning environment
	Priority for Services	Mentorship	Providing EL programs with At-risk and Bilingual funds in the SEG	Effective use of technology for personalized learning and PD.
		Class-size Reduction		

Process for CNA with the Unified Application

Considerations for Conducting a CNA:

Collaborative:

Who: Involve your stakeholder team.

Timely:

When: Initiate the process in the spring time in preparation for the new school year and as information is available

Reflective:

What: Refer to a variety of data sources.

Student-Centered:

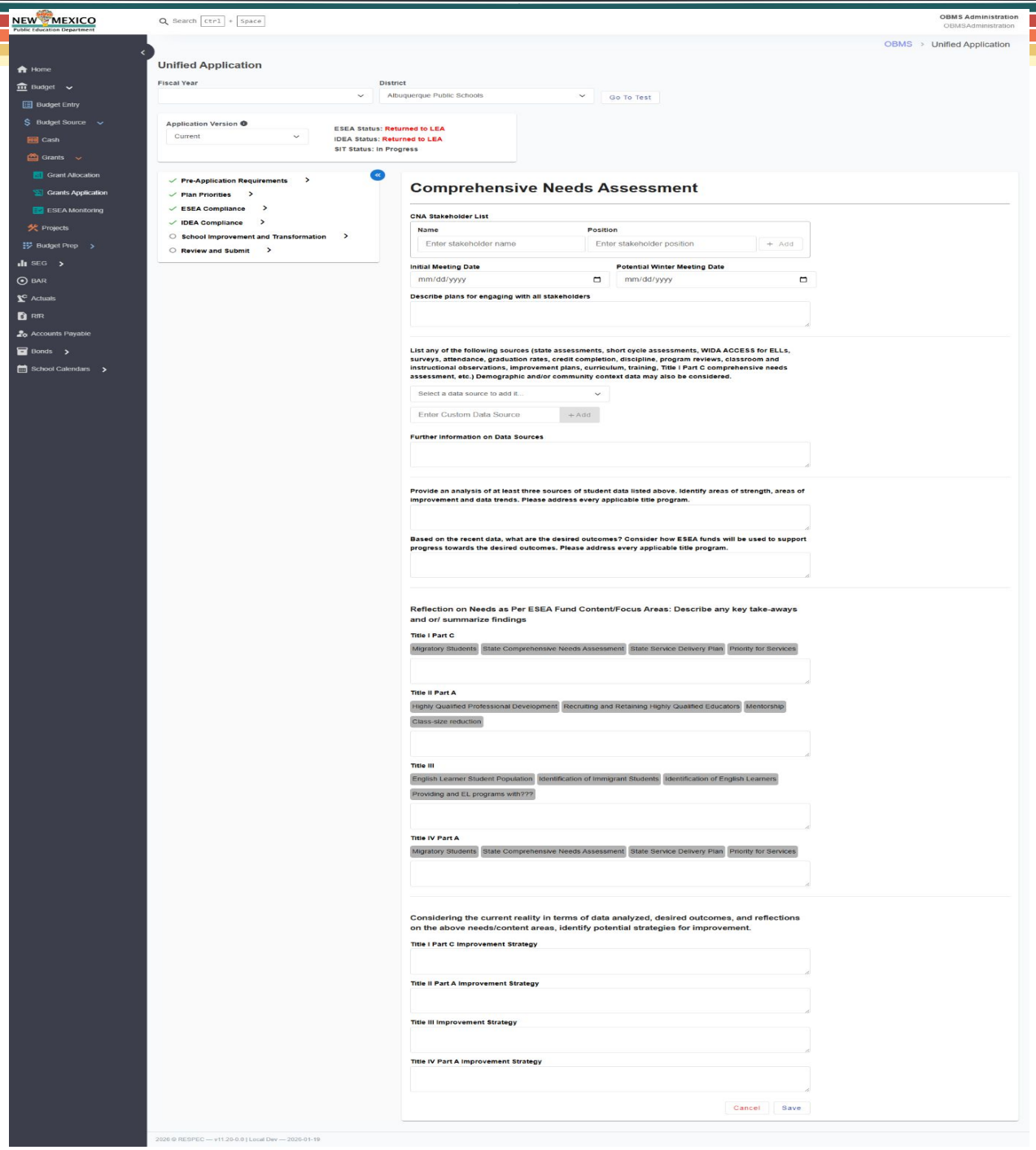
How: Facilitate with a growth mindset and identify needs and desired outcomes.

The CNA Fillable Form

Comprehensive Needs Assessment

Enter Information for the Following:

1. Identify Stakeholder Team
2. Stakeholder Team Meeting Dates and Process for Consultations
3. Identify Multiple Sources of Data
4. Data Analysis
5. Identify Priorities
6. Reflection on Needs as Per ESEA Fund Content/Focus Areas
7. Make Decisions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OBMS Administration
OBMSAdministration
OBMS > Unified Application
Home
Budget
Budget Entry
Budget Source
Cash
Grants
Grant Allocation
Grants Application
ESEA Monitoring
Projects
Budget Prep
SEG
BAR
Actuals
RfR
Accounts Payable
Bonds
School Calendars
Unified Application
Fiscal Year
District
Albuquerque Public Schools
Go To Test
Application Version
Current
ESEA Status: Returned to LEA
IDEA Status: Returned to LEA
SIT Status: In Progress
Pre-Application Requirements
Plan Priorities
ESEA Compliance
IDEA Compliance
School Improvement and Transformation
Review and Submit
Comprehensive Needs Assessment
CNA Stakeholder List
Name
Position
Enter stakeholder name
Enter stakeholder position
Add
Initial Meeting Date
Potential Winter Meeting Date
mm/dd/yyyy
Describe plans for engaging with all stakeholders
List any of the following sources (state assessments, short cycle assessments, WIDA ACCESS for ELLs, surveys, attendance, graduation rates, credit completion, discipline, program reviews, classroom and instructional observations, improvement plans, curriculum, training, Title I Part C comprehensive needs assessment, etc.) Demographic and/or community context data may also be considered.
Select a data source to add it...
Enter Custom Data Source
+ Add
Further information on Data Sources
Provide an analysis of at least three sources of student data listed above. Identify areas of strength, areas of improvement and data trends. Please address every applicable title program.
Based on the recent data, what are the desired outcomes? Consider how ESEA funds will be used to support progress towards the desired outcomes. Please address every applicable title program.
Reflection on Needs as Per ESEA Fund Content/Focus Areas: Describe any key take-aways and or/ summarize findings
Title I Part C
Migratory Students
State Comprehensive Needs Assessment
State Service Delivery Plan
Priority for Services
Title II Part A
Highly Qualified Professional Development
Recruiting and Retaining Highly Qualified Educators
Mentorship
Class-size reduction
Title III
English Learner Student Population
Identification of Immigrant Students
Identification of English Learners
Providing and EL programs with???
Title IV Part A
Migratory Students
State Comprehensive Needs Assessment
State Service Delivery Plan
Priority for Services
Considering the current reality in terms of data analyzed, desired outcomes, and reflections on the above needs/content areas, identify potential strategies for improvement.
Title I Part C Improvement Strategy
Title II Part A Improvement Strategy
Title III Improvement Strategy
Title IV Part A Improvement Strategy
Cancel
Save
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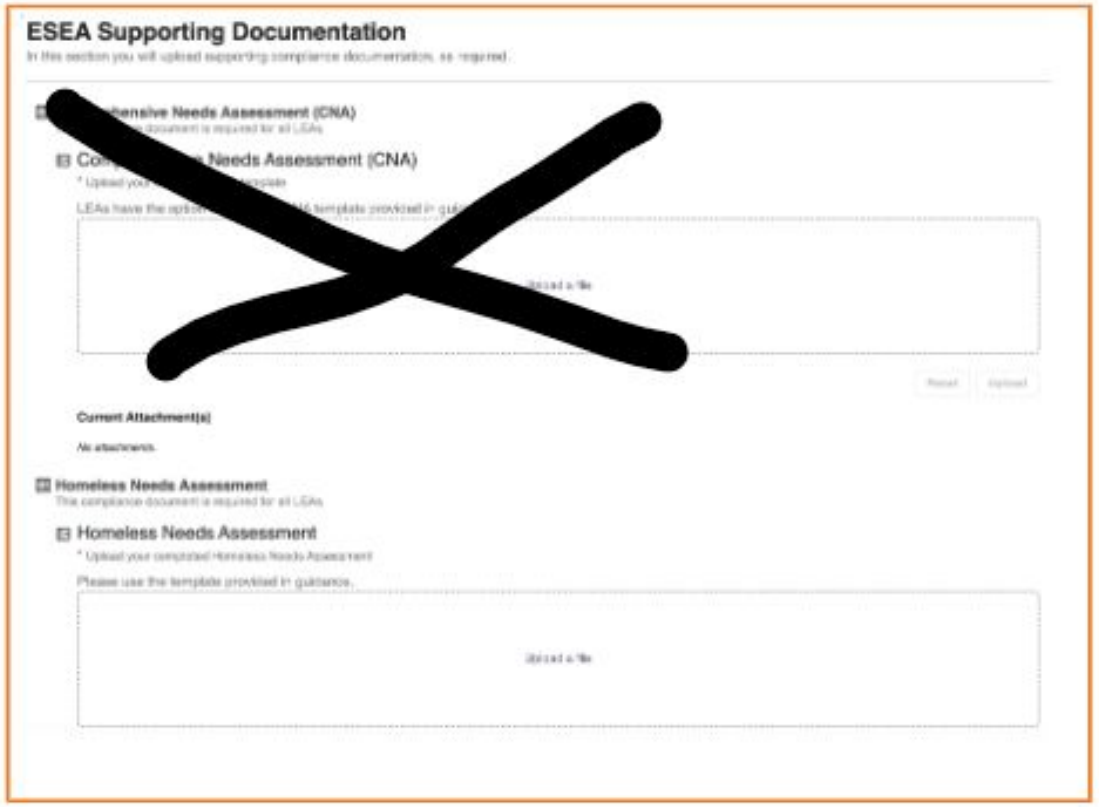
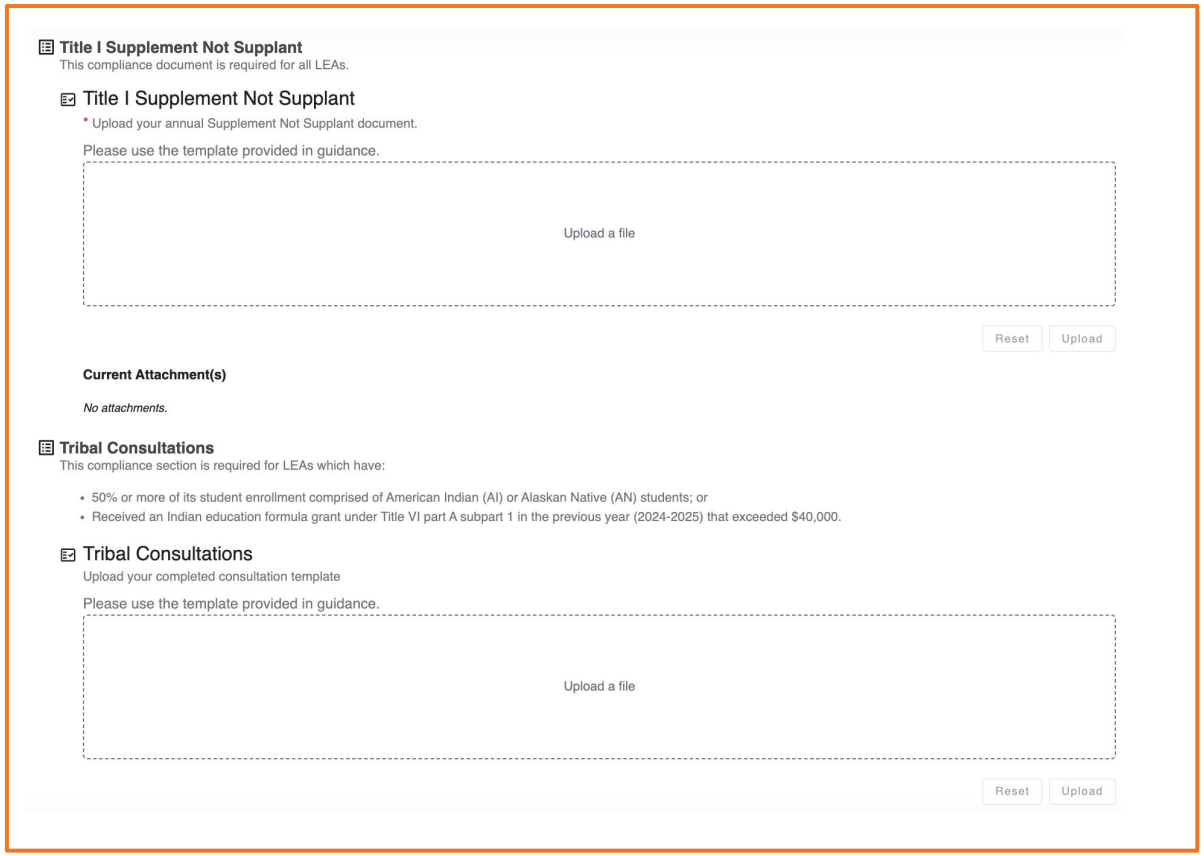
ESEA Supporting Documentation in the UA

ESEA Documentation in the UA

The ESEA documentation uploads will be a submodule in the Compliance Module of the UA in OBMS. LEAs will upload one or more files with the necessary documents for each requirement as needed.





Moving Forward

Key Milestones for the UA

The Unified Application will launch in three stages: the Pre-Application module, ESEA, and IDEA. Unified Application will be due April 15.

Date	UA Milestone
February 17th	Pre-Application module opens.
March 3rd	Unified Application opens.
April 15th	UA is due.

Weekly Federal Programs Team Calls Schedule

Further training on the Unified Application components will take place until applications are due. Planning leads should ensure personnel attend sessions relevant to their LEAs; not all sessions will be applicable to all LEAs.

Date	Phase	Audience *denotes mandatory	Description
~~January 6~~	~~Pre-Application~~	~~Federal Programs Directors*~~ ~~All LEA Roles~~	~~Overview of Unified Application Structure (including budget) and pre-application modules (consolidated assurances, district contacts, etc.)~~
~~January 13~~	~~Pre-Application~~	~~Federal Programs Directors*~~ ~~All LEA Roles~~	~~Overview of Pre-Application Activities (Assurances, NOVA data validation, LEA Access, etc.).~~
~~January 20~~	~~Pre-Application~~	~~Federal Programs Directors*~~ ~~All LEA Roles~~	~~Comprehensive Needs Assessments, Tribal Consultation, Homeless Needs Assessment~~
January 27	Pre-Application	Chief Academic Officers* All LEA Roles	Priorities module overview: Academics for All, Priority Student Groups, Educator Workforce
February 3	Pre-Application	Private School Equitable Services Captains (Geographical LEAs only)* All LEA Roles	ESEA Equitable Services
February 10	Pre-Application	Geographical LEA Title I Directors* All LEA Roles	Title I-A: Reservations and Rank & Serve
February 17th	Pre-Application Module Opens		
February 17	Pre-Application	Federal Programs Directors* All LEA Roles	TItle IV & Title III
February 24	Pre-Application	Federal Programs Directors* All LEA Roles	Expenditure Detail Module & Guidance
March 3	UA Opens (ESEA)		

Planned Topics for Weekly Federal Programs

Further training on the Unified Application components will take place until applications are due. Planning leads should ensure personnel attend sessions relevant to their LEAs; not all sessions will be applicable to all LEAs.

Date	Phase	Audience *denotes mandatory	Description Tentative & Subject to Change
March 3	Application Completion	Federal Programs Directors* All LEA Roles	Launching and Transferability/AFUA
March 10	Application Completion	Federal Programs Directors* All LEA Roles	IDEA Compliance & Proportionate Share
March 17	Application Completion	All LEA Roles	Submitting the Application & Overview of approval process
March 24	Application Completion	Federal Programs Directors* All LEA Roles	Overview of finance processes that will stay the same and any differences
March 31	Application Completion	Chief Financial Officers/Business Managers* All LEA Roles	Outstanding Questions
April 7	Application Completion	All LEA Roles	Outstanding Questions
April 14	Application Completion	Federal Programs Directors* All LEA Roles	Outstanding Questions
April 15	UA Submissions Due		

Key Notes Regarding Upcoming Sessions

Upcoming sessions will be more specific; LEA Planning Leads can invite additional team members as necessary.

- **February 3 will focus on equitable services** and will be most relevant to districts that administer funds to private schools. Equitable services may be handled independently for each federal program, however the Unified Application will make it easy to appoint a “captain” for equitable share.
- **February 10 will focus on Title I and the time will be extended.** The first 30 minutes will be relevant to all LEAs. The second 60 minutes will cover Title I Rank & Serve and be most relevant to districts with multiple sites and more than 1,000 students.

Next Steps

Next Steps

1. Identify the LEA lead for the Comprehensive Needs Assessment, Homeless Needs Assessment, Tribal Consultation, and Supplement Not Supplant process.
2. Plan to ensure all relevant documents are uploaded by the Unified Application submission deadline (April 15, 2026).
3. Make a plan for which LEA personnel should attend next week's session focused on the Priorities module.
4. LEA Planning Leads should convene the planning team to align on answers before the application opens on March 3.

Link to exit survey

Also available at
https://forms.gle/w3AuMZchrxPVxHrQ9

Please send any questions regarding the Unified Application to: **Unified.App@ped.nm.gov**