NEW MEXICO
Public Education Department

Unified Application

ESEA Documentation & Priorities Module

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Presentation for LEAs

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Overview

IN THIS MEETING, LEAs WILL

- Understand the questions and response guidance for the three domains of the Priorities module:
  - Academics for All,
  - Priority Student Groups, and
  - Educator Workforce.
- Review RLIS (Rural and Low-Income Schools) Requirements for the UA

AGENDA

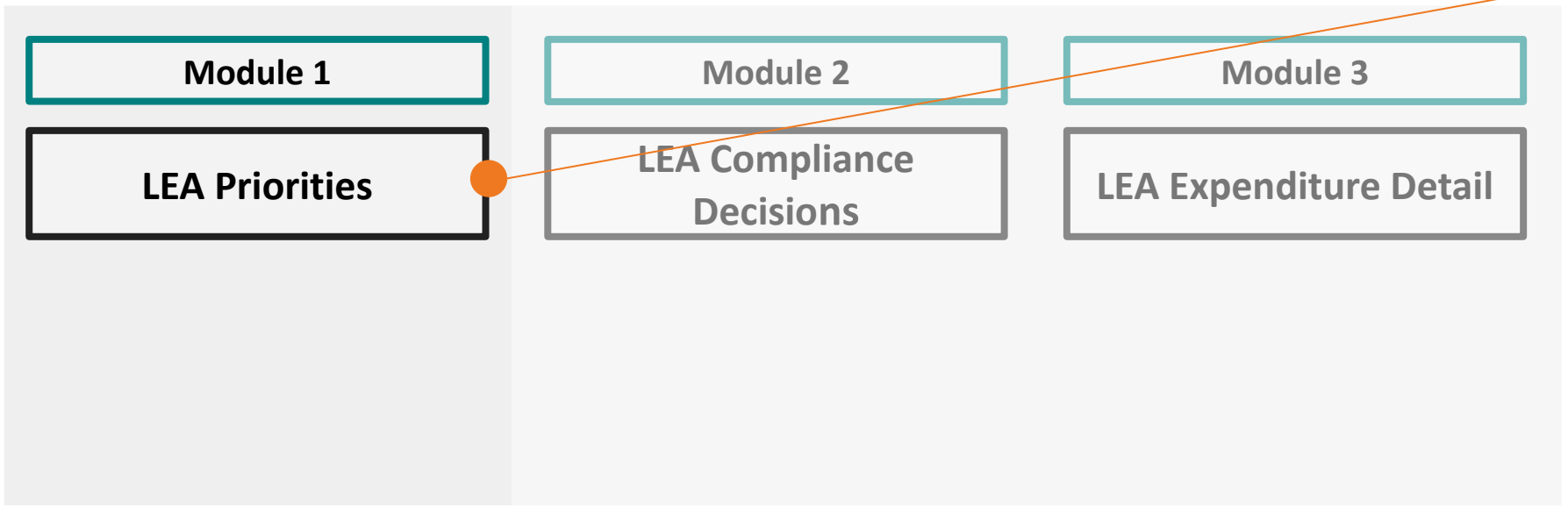
I. Priorities Module Overview
   - Academics for All
   - Priority Student Groups
   - Educator Workforce

Priorities Module

Priorities Module Overview

The Priorities module contains three domains where LEAs will identify priorities to improve student achievement. Responses should guide decisions for spending federal funds.

Structure of the UA



Three Domains in the Priorities Module:

- **Academics for All**
- **Priority Student Groups**
- **Educator Workforce**

Academics for All Overview

The Academics for All domain collects information about education programs to ensure all students meet state academic standards.

The Academics for All domain focuses on:

1. **Core High-Quality Instructional Materials (HQIM)** – LEAs will identify the instructional materials planned for use during core instruction in English Language Arts (ELA), math, science, and social studies.
2. **High Quality Professional Learning (HQPL)** – LEAs will identify the partners that will provide professional learning for educators on implementing instructional materials.
3. **Title V RLIS** – LEAs eligible for Title V RLIS funds will summarize how funds have improved student achievement in prior years.

Academics for All Questions

The Priorities module questions are available on the Unified Application Support Page. LEAs can use response guidance for planning and completing the application.

Priority 1A	Question	Response Guidance
Core High-Quality Instructional Materials	Which ELA high-quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?	LEAs identify which HQIM they use from the state's approved list for each grade band from a drop down menu. If an LEA is not using a HQIM from the adopted list, they should select the 'Other non-approved curriculum product'' option, list the material they are using in the "Name of Curriculum" field, and provide a written explanation of how the material was identified and how the material has been evaluated for rigor as well as cultural and linguistic relevance.
	Which math high-quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?	
	Which science high-quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?	
	Which social studies high-quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?	

Academics for All Questions

The Priorities module questions are available on the Unified Application Support Page. LEAs can use response guidance for planning and completing the application.

Priority 2A	Question	Response Guidance
High Quality Curriculum-Based Professional Learning	Which partner(s) will provide curriculum-based professional learning on the installation and ongoing implementation of ELA high quality instructional materials by grade band?	LEAs identify the professional learning vendor from a drop down menu. If an LEA is using a vendor not on the list, they should select the 'Other vendor not in State Marketplace list' option. LEAs should then list the partner as well as how the professional learning will be sustained, intensive, collaborative, job-embedded, data-driven, classroom-focused, and evidence-based.
	Which partner(s) will provide curriculum-based professional learning on the installation and ongoing implementation of math high-quality instructional materials by grade band?	
	Which partner(s) will provide curriculum-based professional learning on the installation and ongoing implementation of science high-quality instructional materials by grade band?	
	Which partner(s) will provide curriculum-based professional learning on the installation and ongoing implementation of social studies high-quality instructional materials by grade band?	

Academics for All Questions

The Priorities module questions are available on the Unified Application Support Page. LEAs can use response guidance for planning and completing the application.

Priority 3A	Question	Response Guidance
Title V Part B Subpart 2 RLIS – applicable only to LEAs that are eligible for Title V Rural and Low-Income School (RLIS) funds	Is your LEA applying for RLIS?	LEAs indicate "Yes"/"No" to apply for Title V RLIS funds. If "Yes", LEAs must answer the following: Summarize how Rural and Low-Income School (RLIS) program subgrant awards have impacted student outcomes. The description should include outcomes from at least the most recent RLIS award. The information contained here should help to justify plans for use of funds during this grant year.
	Please describe: a) Program Goals b) Measurable Outcomes	Indicate the performance goal(s) to which resources provided by this grant will be targeted. ● Include measurable objectives and strategies. ● Goals should be specific and aligned to the needs identified in the applicant's needs assessment.
	Discuss the strategies and activities to be used to accomplish the goals and measurable outcomes.	Include a justification as to why the strategies were chosen and how they will help to achieve the outcomes.

Priority Student Groups

The Priority Student Groups domain collects information about education programs that will support students with disabilities and English Learners.

The Priority Student Groups domain focuses on:

- **Students with Disabilities** – LEAs will identify plans to support students with disabilities, including: (1) instructional materials (core and supplemental) and professional learning for educators, (2) early and accurate identification, (3) specialized supports and related services, and (4) transitions.
- **English Learners** – LEAs will identify the instructional materials that will support English learners.

Priority Student Groups – Students with Disabilities Questions (1/3)

The Priorities module questions are available on the Unified Application Support Page. LEAs can use response guidance for planning and completing the application.

Priority 1S	Question	Response Guidance
High Quality Instruction for Students with Disabilities	Will the high-quality instructional materials indicated in the Core High-Quality Instructional Materials section be used to support students with disabilities taking the Measures of Student Success and Achievement (MSSA)?	LEAs select "Yes" if the curricula identified in the "Academics for All" section will be used to support students with disabilities. If “No”, LEAs should specify grade bands and partners that differ from those used for all students.
	Will the professional development partner(s) indicated in the High Quality Professional Learning section be used to train all teachers on how to implement high quality instructional materials that support students with disabilities?	LEAs select "Yes" if the PL vendor identified in "Academics for All" will be used to train teachers on the curriculum being implemented. If “yes”, LEAs will indicate how many Special Education staff will participate in this training. If “No”, LEAs should specify grade bands and partners that differ from those used for all students.
	Will your LEA provide supplemental materials and training beyond HQIM to support student specific needs in accessing grade level instruction?	LEAs indicate “Yes/No/Not Applicable”. If Yes, LEAs should list the supplemental materials and training they are using via the provided text box.

Priority Student Groups – Students with Disabilities Questions (2/3)

The Priorities module questions are available on the Unified Application Support Page. LEAs can use response guidance for planning and completing the application.

Priority 2S & 3S	Question	Response Guidance
Early and Accurate Identification for Students with Disabilities	How will the LEA identify students who have disabilities early and accurately? In your response, please list what screening tools will be used and any community partners your LEA will work with to screen students ages 3-5.	LEAs should identify which screening instrument(s) is/are used for children ages 3-5. Please describe how LEA staff coordinate with partners to increase the number of students screened.
Specialized Supports and Related Services for Students with Disabilities	What areas of specialized support (for example, executive functioning skills, communication skills, functional skills, social and behavioral skills) will the LEA address and what strategies will be used for students with disabilities?	LEAs should identify the areas of specialized support they plan to address and the specific strategies they will use to provide this support.

Priority Student Groups – Students with Disabilities Questions (3/3)

The Priorities module questions are available on the Unified Application Support Page. LEAs can use response guidance for planning and completing the application.

Priority 4S & 5S	Question	Response Guidance
Transitions for Students with Disabilities	Describe your LEA's transition strategies for students. Please write "Not Applicable" if a transition does not apply to your LEA.	LEAs should identify their process for coordinating supports at key transition points throughout pre-K to grade 12 and for preparing students with disabilities for success in post-secondary education, employment, and adult life. Each of the following transition points should have a response (even if N/A): pre-K to Kindergarten, Elementary to Middle School, Middle School to High School, and High School to postsecondary, career, and/or military.
Improvements for Students with Disabilities	Targeted individualized plans for high school students	LEAs should describe their plans in the following areas: -Improving dropout rates for students with disabilities -Improving the cohort graduation rate for students with disabilities

Priority Student Groups – English Learners

The Priorities module questions are available on the Unified Application Support Page. LEAs can use response guidance for planning and completing the application.

Priority 6S	Question	Response Guidance
High Quality Instruction for English Learners	What HQIM are you using for English Language development?	LEAs identify which HQIM they use for English Language Development from the state's approved list for each grade band from a drop down menu. If an LEA is not using an HQIM from the adopted list, they should select the 'Other not-adopted core curriculum' option and list which curriculum the LEA is using for that grade band.

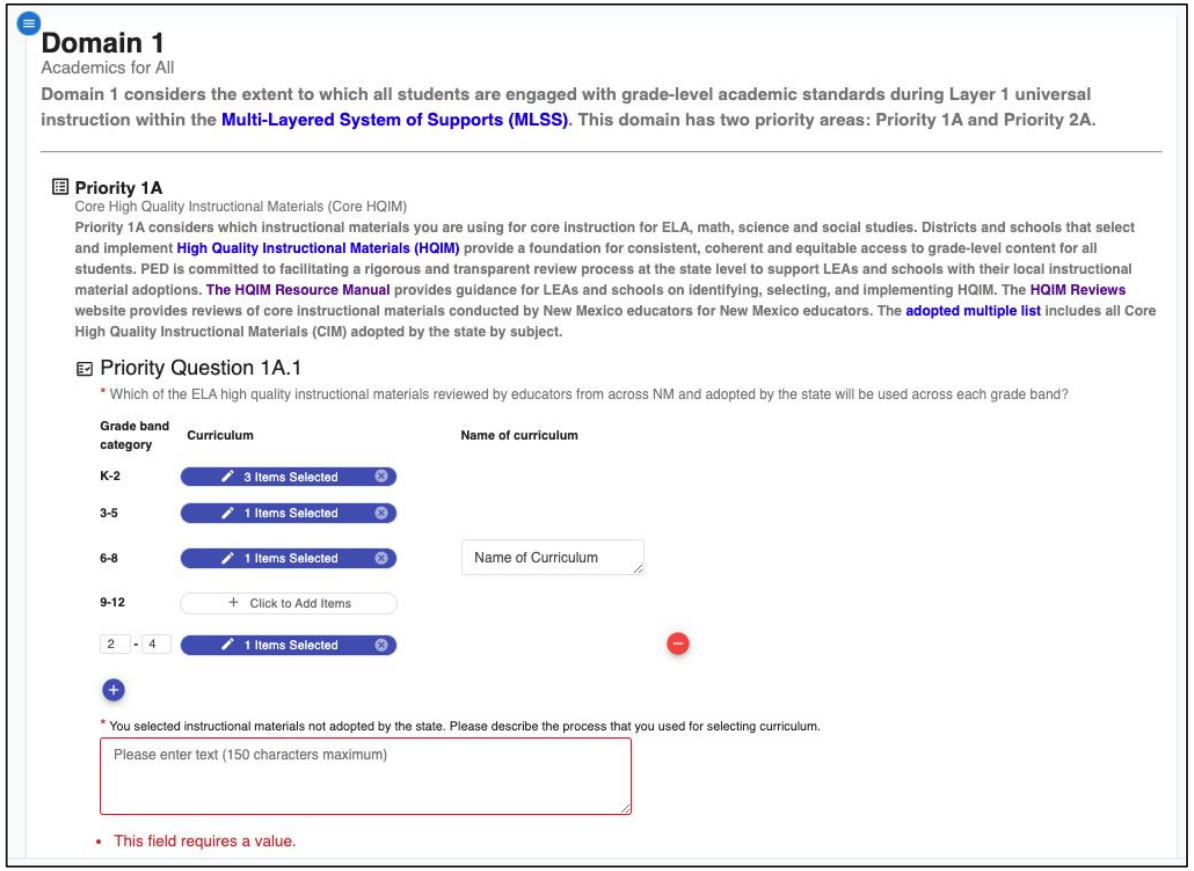
Educator Workforce Overview & Questions

The Priorities module questions are available on the Unified Application Support Page. LEAs can use response guidance for planning and completing the application.

Priority 1W & 2W	Question	Response Guidance
Recruitment and Retention	Will the LEA offer recruitment or retention incentives/stipends for hard-to-fill placements?	LEAs identify "Y/N" and provide a list of the placement type for which incentives/stipends will be used and the amount of incentive/stipend.
Mentorship	Will the LEA partner with a vendor to provide a teacher mentorship program?	LEAs select "Yes/No", If "Yes", provide the vendor name.
	Will the LEA use Title II Funds to pay for mentor stipends or for a vendor to provide a teacher mentorship program?	LEAs select "Yes/No", If "Yes", upload the LEA's 2025-2026 80-Day Nova Mentorship Report.

Priorities Module in OBMS

The Priorities module in the UA in OBMS is designed to streamline the priorities planning process for LEAs.



Moving Forward

Key Milestones for the UA

The Unified Application will launch in two stages: the Pre-Application module and then the rest of the application. Unified Application will be due April 15.

Date	UA Milestone
February 17th	Pre-Application module opens.
March 3rd	Unified Application opens.
April 15th	UA 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, S&S, 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	Transferability/AFUA and 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	IDEA Application
March 10	Application Completion	Federal Programs Directors* All LEA Roles	Overview of finance processes that will stay the same and any differences
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 15	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 part will be relevant to all LEAs and will be about Title I Reservations. The second part will cover Title I Rank & Serve and be most relevant to districts with more than one school and more than 1,000 students. The third section will go over Title I, Part D, Subpart II.

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 Equitable Services.
4. LEA Planning Leads should convene the planning team to align on answers before the application opens on March 3.
5. Business Managers will be able to add LEA Grant Manager and Editor Roles on January 30, 2026. See our FY26 UA LEA Contacts list.

Link to exit survey

Also available at

https://forms.gle/1MxNmJcepiiwvNLAA

Please send any questions regarding the Unified Application to:

Unified.App@ped.nm.gov