



The New Mexico Unified Application Planning Guide

2026-2027

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Introduction & Overview

To achieve New Mexico’s statewide vision of improving academic outcomes for all students, local education agencies (LEAs) must align resources to a clear set of priorities.

Every year, New Mexico LEAs build plans to improve student learning. This process requires reflecting on student achievement and growth data, establishing priorities, meeting grant compliance requirements, and building a budget for available funding sources that is aligned to priorities. In the past, this process required multiple applications, each on their own timeline, making it difficult for leaders to see clearly how all available resources can best improve student outcomes.

The New Mexico Public Education Department (NMPED) has consolidated the planning process for eight applications with the New Mexico Unified Application (UA). [Appendix A: Grants & Plans Included in the Unified Application](#) provides an overview of the federal grants included in the UA.

The UA requires collaborative planning at the LEA level to ensure that all levels of leadership—and by extension all educators—can coordinate how federal resources support student learning.

The UA requires LEAs to complete:

- **Pre-Application:** LEAs agree to state and federal assurances and upload their General Education Provisions Act (GEPA) statements.
- **The Priorities Module:** LEAs signal decisions for the upcoming year in key priority areas: Academics for All, Priority Student Groups, and Educator Workforce.
- **The Elementary & Secondary Education Act (ESEA) Compliance Module:** LEAs make decisions (e.g., transfers, private school equitable share) in compliance with federal requirements.
- **The Expenditure Detail Module:** LEAs provide key information for planned expenditures from federal funds.
- **The Individuals with Disabilities Education Act (IDEA) Compliance Module:** LEAs make decisions in compliance with federal requirements (*to be updated*).

LEAs will use the resources included in this Planning Guide to complete the UA:

- [Planning Process](#): clarifies how LEAs can organize teams to strategically leverage federal funds to key priorities.
- [Technical Instructions](#): describes how to navigate the UA within the Operating Budget Manual System (OBMS).
- [Planning Framework & Response Guidance](#): supports LEAs to complete each module.

For more information on grant-specific guidance, please visit the [Unified Application Support Page](#). Please email unified.app@state.nm.us with any questions.

New Mexico Unified Application Module Overview

Pre-Application

To access the application, LEAs must complete the Pre-Application module. In this section LEAs provide the following required information:

- An LEA GEPA statement; and
- Agreement to the consolidated assurances.

Priorities Module

Within the Priorities module of the application, LEAs will answer questions related to their priorities. The responses to these questions will help NMPED understand and support each LEA's plan for implementation.

The Priorities module includes three domains:

- Academics for All;
- Priority Student Groups (students with disabilities and English learners); and
- Educator Workforce.

Elementary & Secondary Education Act (ESEA) Compliance Module

Within the ESEA Compliance module, LEAs will make compliance decisions about federal grant allocations in accordance with grant requirements. The ESEA compliance submodules include:

- Allocations Snapshot;
- Transferability/AFUA;

- Private School Equitable Services;
- Title I, Part A;
- Title I, Part C;
- Title I, Part D;
- Title IV, Part A; and
- ESEA Supporting Documentation.

Individuals with Disabilities in Education (IDEA) Compliance Module

More information is coming soon!

Expenditure Detail Module

LEAs will provide details for allowable expenditures (see [Appendix A](#)). There are two expenditure details:

- Public; and
- Private.

Guidance for completing the modules is included in the [Planning Framework & Response Guidance](#).

Unified Application Timeline

| Unified Application Key Milestone | Date |
|--|------------------------------|
| UA pilot implementation training webinars | January 2026- April 2026 |
| The UA Guide, updated federal programs guidance, and guidance on consolidated processes are released | March 2026 |
| Launch of the Pre-Application and Priorities module of the UA | February 17th |
| Launch of the ESEA Compliance and Expenditure Details modules of the UA | March 3, 2026 |
| Launch of the IDEA submodule of the UA | March 3, 2026 |
| LEAs work on the UA with the guidance and assistance of NMPED staff | March - April 2026 |
| <u>UA ESEA submission</u> | <u>April 15, 2026</u> |
| <u>UA IDEA submission</u> | <u>April 15, 2026</u> |
| NMPED reviews UA submissions and provides feedback as necessary | April – June 2026 |
| UA grant period begins. LEAs begin implementing 2026-2027 LEA Plan | July 1, 2026 |

Technical Instructions

LEA Access

The following roles exist in the UA for LEA staff:

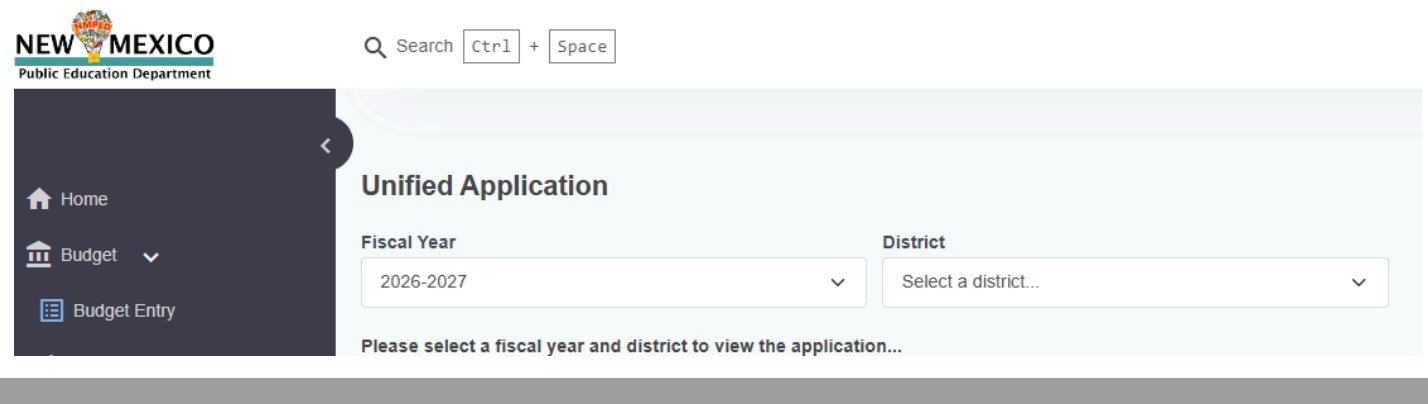
- **LEA Grant Manager:** the single individual coordinating the completion of the UA and authorized to submit (and re-submit) the application on behalf of the LEA. LEA Grant Manager permissions were assigned to the individuals designated by LEAs as Planning Leads.
- **LEA Grant Editor:** any individual who should have access to the UA to support completion.

The LEA Grant Manager is responsible for granting access to any necessary LEA Grant Editors within OBMS. Detailed instructions on how to grant access are available on the [Unified Application Support Page](#) (UA OBMS Access Instructions).

Accessing the Application

- Log-in to [OBMS](#). If the user is new to OBMS, they will be sent a username and temporary password, which they will need to reset.
- Navigate to the UA by clicking Budget→Budget Source→Grants→Grant Application.
- Select the appropriate fiscal year and the appropriate LEA from the drop-down menu.
- Once the LEA is selected, click “Create New Application” to launch the application for the first time. This step will not be required after the first log-in.
- Once the application is open, use the sidebar on the left to navigate the components of the application.

UA 2026-2027 Homepage



The screenshot shows the homepage of the Unified Application for the 2026-2027 fiscal year. At the top left is the New Mexico Public Education Department logo. To the right is a search bar with the text "Search Ctrl + Space". Below the logo is a dark sidebar with navigation options: Home, Budget (with a dropdown arrow), and Budget Entry. The main content area is titled "Unified Application" and features two dropdown menus: "Fiscal Year" (set to 2026-2027) and "District" (set to "Select a district..."). Below these menus is a message: "Please select a fiscal year and district to view the application...".

Application Sequence

The UA contains some sections that should be completed sequentially and others that have flexibility in their order of completion. When completing the application, the following sequencing applies:

- First, all LEAs must agree to the assurances in the Pre-Application module. Until this is done, LEAs will not be able to access the Priority, Compliance, and Expenditure Detail modules. The GEPA statement in the Pre-Application can be uploaded at any point prior to UA submission.
- Once the assurances are complete, LEAs can view all other modules. Modules do not have to be completed in a specific order.
- Some submodules are interrelated, which means LEAs might consider completing them in a certain order. Generally, any decisions related to allocations (e.g., transferability, required reservations, or equitable services) will impact the amount available for Expenditure Details. Therefore, it may be beneficial to finalize these decisions first.
- Before submission, the UA will provide a consistency check to ensure planned expenditures match decisions made previously in the application (e.g., the total amount of Title IV-A funds planned to be spent on Well-Rounded Education in the Expenditure Detail module matches the amount identified in the Title IV-A submodule).

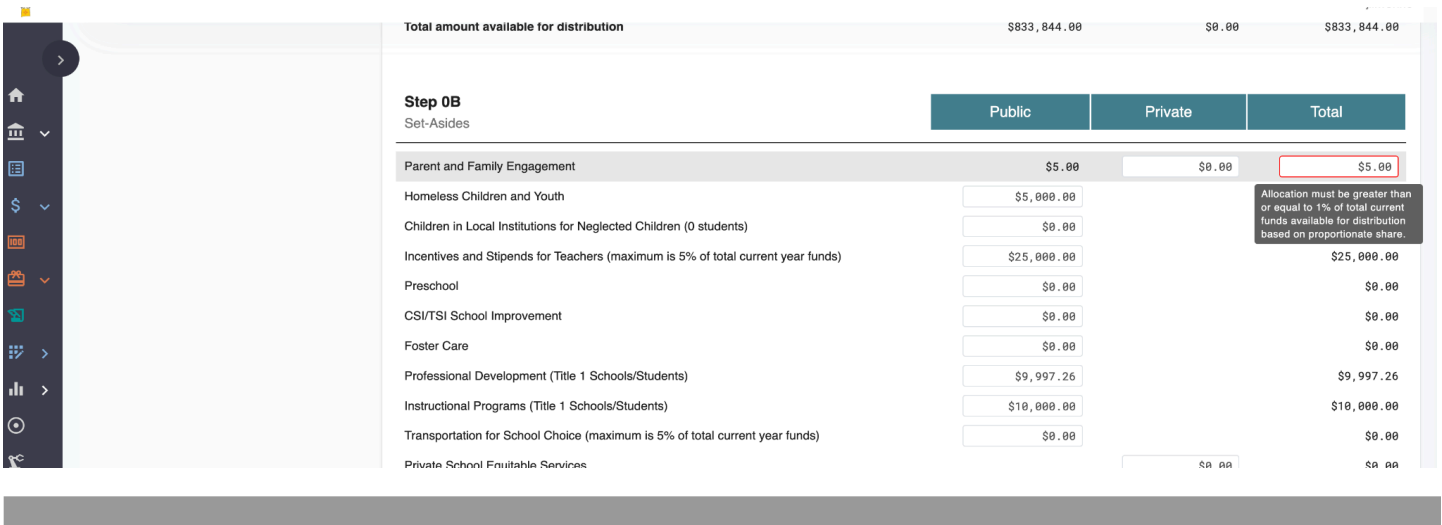
Saving the Application

- OBMS will time out and lose any non-saved work at regular intervals. Therefore, LEAs should save at least **every 15 minutes**.
 - Best practice is to save the application every time you leave a page.
 - Each time you open the application, hard refresh to make sure any recent edits load correctly (for more information on how to do a hard refresh, please refer [here](#)).
 - LEAs can save their work and continue to other sections even if there are errors. However, all errors must be resolved in order to submit the application.
- The Unified Application does not need to be completed all at once. LEAs can save information and return to the application as many times as needed.
- For pages that require an upload (e.g., GEPA Statement or ESEA Supporting Documentation), you must click “Upload” for a document to attach to your application. Clicking Upload will save the attachment; there is not a separate save button for those pages.
 - For file uploads, documents need to be in a PDF format except for ESEA Supporting Documentation files and the 80D NOVA Mentorship Report.
- Although it is possible for multiple users to access and edit the UA simultaneously, it is recommended that only one user work on the UA at a time. If multiple users are editing the UA, frequent saving and page refreshes must happen to ensure updates are seen by all users.

Application Flags

| Application Flag | Solution |
|--|--|
| Required field incomplete: Field will outline in red. | Enter response. If a number value is required, enter "0" if not applicable to the LEA. |
| Unallowable response: Field will outline in red. A message will also appear explaining the relevant requirement when the cursor is over the field. | Double check the error message that is popping up and refer to the UA X-Ray to diagnose calculation error. |
| Submodule incomplete: Yellow exclamation mark appears in the sidebar menu. | <p>Complete all required questions in the submodule. Once complete, a green check mark will appear. At the module level (Priorities, ESEA Compliance, IDEA Compliance, and Expenditure Detail) a green check mark will only appear once every domain or submodule within it is complete.</p> <p>If a submodule is showing as incomplete but an LEA has entered all required information, the LEA should change one of their responses, save the page, and then re-enter their original response. This should reset the progress indicator.</p> |

Example: Error Dialog Message



The screenshot shows a table titled "Step 0B Set-Asides" with columns for "Public", "Private", and "Total". The table lists various categories with their respective funding amounts. An error dialog message is displayed over the "Private" column for "Parent and Family Engagement".

| | Public | Private | Total |
|--|-------------|---------|-------------|
| Parent and Family Engagement | \$5.00 | \$0.00 | \$5.00 |
| Homeless Children and Youth | \$5,000.00 | | |
| Children in Local Institutions for Neglected Children (0 students) | \$0.00 | | |
| Incentives and Stipends for Teachers (maximum is 5% of total current year funds) | \$25,000.00 | | \$25,000.00 |
| Preschool | \$0.00 | | \$0.00 |
| CSI/TSI School Improvement | \$0.00 | | \$0.00 |
| Foster Care | \$0.00 | | \$0.00 |
| Professional Development (Title 1 Schools/Students) | \$9,997.26 | | \$9,997.26 |
| Instructional Programs (Title 1 Schools/Students) | \$10,000.00 | | \$10,000.00 |
| Transportation for School Choice (maximum is 5% of total current year funds) | \$0.00 | | \$0.00 |
| Private School Fruitable Services | | \$0.00 | \$0.00 |

Error Dialog Message: Allocation must be greater than or equal to 1% of total current funds available for distribution based on proportionate share.

2026-2027 Planning Framework & Response Guidance

Priorities Module

The Priorities module contains three domains where LEAs will communicate actions that will be taken in the upcoming year to improve student achievement. Responses should guide decisions for spending federal funds. NMPED will also use data from these responses to improve state support for district implementation.

The tables below further detail what LEAs should consider in responding to Priorities questions. Planning Teams from each LEA should work together to ensure all responses are accurate.

Academics for All

The Academics for All domain collects information about education programs that will be in place during the upcoming year to ensure all students meet state academic standards. Responses should align with strategies for Layer 1 universal instruction within the [Multi-Layered System of Supports \(MLSS\)](#).

| Priority | Question | Response Guidance |
|--|--|---|
| Core High-Quality Instructional Materials (HQIM) | 1A.1 Which of the 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 an 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 & linguistic relevance. (150 character limit) |
| | 1A.2 Which of the math 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 an 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 & linguistic relevance. (150 character limit) |

| | | |
|--|--|--|
| | <p>1A.3 Which of the science high quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?</p> | <p>LEAs identify which HQIM they use from the state's approved list for each grade band from a drop-down menu.</p> <p>If an LEA is not using an 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 & linguistic relevance. (150 character limit)</p> |
| | <p>1A.4 Which of the social studies high quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?</p> | <p>LEAs identify which HQIM they use from the state's approved list for each grade band from a drop-down menu.</p> <p>If an LEA is not using an 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 & linguistic relevance. (150 character limit)</p> |
| <p>High-Quality Curriculum-Based Professional Learning (HQPL)</p> | <p>2A.1 Which partner(s) will provide HQPL on the installation and ongoing implementation of ELA HQIM by grade band?</p> | <p>LEAs identify which professional learning vendor they will use from the state's HQPL Marketplace List.</p> <p>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 and describe how the professional learning will be sustained, intensive, collaborative, job embedded, data driven, classroom focused, and evidence based. (150 character limit)</p> |
| | <p>2A.2 Which partner(s) will provide HQPL on the installation and ongoing implementation of math HQIM by grade band?</p> | <p>LEAs identify which professional learning vendor they will use from the state's HQPL Marketplace List.</p> <p>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 and describe how the professional learning will be sustained, intensive, collaborative, job embedded, data driven, classroom focused, and evidence based. (150 character limit)</p> |

| | | |
|---|--|---|
| | <p>2A.3 Which partner(s) will provide HQPL on the installation and ongoing implementation of science HQIM by grade band?</p> | <p>LEAs identify which professional learning vendor they will use from the state’s HQPL Marketplace List.</p> <p>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 and describe how the professional learning will be sustained, intensive, collaborative, job embedded, data driven, classroom focused, and evidence based. (150 character limit)</p> |
| | <p>2A.4 Which partner(s) will provide HQPL on the installation and ongoing implementation of social studies HQIM by grade band?</p> | <p>LEAs identify which professional learning vendor they will use from the state’s HQPL Marketplace List.</p> <p>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 and describe how the professional learning will be sustained, intensive, collaborative, job embedded, data driven, classroom focused, and evidence based. (150 character limit)</p> |
| <p>Title V RLIS (applicable only to LEAs that are eligible for Title V Rural and Low-Income School [RLIS] funds)</p> | <p>3A.1 Is your LEA applying for RLIS?</p> | <p>LEAs indicate “Yes”/”No” to apply for Title V RLIS funds.</p> <p>If “Yes,” LEAs must answer the following: Summarize how 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. (250 word limit)</p> |
| | <p>Please describe: a) Program Goals b) Measurable Outcomes</p> | <p>Indicate the performance goal(s) to which resources provided by this grant will be targeted.</p> <ul style="list-style-type: none"> ● Include measurable objectives and strategies. ● Goals should be specific and aligned to the needs identified in the applicant’s needs assessment. |
| | <p>Discuss the strategies and activities to be used to accomplish the goals and</p> | <p>Include a justification as to why the strategies were chosen and how they will help to achieve the outcomes.</p> |

measurable outcomes.

Technical Tip(s)

- When selecting HQIM/HQPL from the drop-down menus, clicking the small “x” that appears after a selection is made will erase all selections for that grade band. To exit out of a drop-down menu, click anywhere else on the page and the menu will collapse.
- For HQIM/HQPL questions, additional curricula by grade band can be added using the blue plus sign at the bottom of each selection. Unique grade bands can also be added (e.g., 4-8). When adding a unique grade band, all HQIM or HQPL options for K-12 will appear in the drop-down menu.

Priority Student Groups

The Priority Student Groups domain captures how LEAs are supporting students with disabilities and English learners beyond the activities outlined in the Academics for All domain.

| Priority | Question | Response Guidance |
|---|--|---|
| High Quality Instruction for Students with Disabilities | 1S.1 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 materials that differ from those used for all students. (100 word limit) |
| | 1S.2 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. (100 word limit) |
| | 1S.3 Will your LEA provide supplemental materials and training beyond HQIM to support | LEAs indicate “Yes/No/Not Applicable”. If “Yes,” LEAs should list the supplemental materials and |

| | | |
|---|--|---|
| | student specific needs in accessing grade level instruction? | training they are using via the provided text box. (100 word limit) |
| Early and Accurate Identification for Students with Disabilities | 2S.1 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. (250 word limit) |
| Specialized Supports and Related Services for Students with Disabilities | 3S.1 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. (250 word limit) |
| Transitions for Students with Disabilities | 4S.1 Describe your LEA's transition strategies for students. Please write Not Applicable if a transition does not apply to your LEA. | School systems should identify their process for coordinating support 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. (100 word limit for each section) |
| | 5S.1 Targeted individualized plans for high school students | LEAs should describe their plans in the following areas (100 word limit for each section): -Improving dropout rates for students with disabilities |

| | | |
|--|---|--|
| | | <p>-Improving the cohort graduation rate for students with disabilities</p> <p>LEAs should write Not Applicable (N/A) if they do not serve high school students.</p> |
| High Quality Instruction for English Learners | 6S.1 What HQIM are you using for English Language development? | <p>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.</p> <p>If an LEA is not using a HQIM from the adopted list, they should select the 'Other not-adopted core curriculum' option and list which curriculum they are using for that grade band. They must also provide a written description of the process used to choose curriculum. (150 character limit)</p> |

Educator Workforce

The Educator Workforce domain considers the recruitment, retention, and mentorship efforts an LEA intends to fund in the next school year.

| Priority | Question | Response Guidance |
|----------------------------------|---|--|
| Recruitment and Retention | 1W.1 Will the LEA offer recruitment or retention incentives/stipends for hard-to-fill placements? | <p>School LEAs identify "Yes/No" and provide a list of the placement type for which incentives/stipends will be used and the amount of incentive/stipend.</p> <p><i>Note:</i> The amount of stipends should be the total amount across the LEA, not the individual amount.</p> |
| Mentorship | 2W.1 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 2026-2027 80D NOVA Mentorship Report. |

ESEA Compliance Module

The ESEA Compliance Module contains seven submodules where LEAs must make compliance decisions:

- [Allocations Snapshot](#)
- [Transferability & AFUA](#)
- [Private School Equitable Share](#)
- [Title I-C](#)
- [Title I-D](#)
- [Title IV-A](#)
- [ESEA Supporting Documentation](#)

LEAs will have access to submodules based on whether they have an allocation for those funds. Not every included federal grant requires decisions to be made in this section, so not every grant has a designated submodule. Information for all other grants will be collected through the Expenditure Detail module.

Note(s):

- LEAs should pause completing the UA and contact the UA Helpdesk (unified.app@state.nm.us) if any data in the UA (e.g., planning awards, student counts, etc.) appears inaccurate.

Technical Tip(s)

- For places where LEAs do not need to enter a dollar figure (e.g., they are not making any transfers in the Transferability submodule), LEAs do not need to enter anything into the relevant box. However, if an LEA enters a dollar amount, but then decides to delete it, \$0.00 must be entered to override the entered amount. If an LEA tries to make this null by just deleting the amount, it will revert back to the most recent dollar figure saved, because the field expects a dollar value.

Allocations Snapshot

Overview: The Allocations Snapshot provides an overview of allocations data and the changes to allocations as a result of compliance decisions. There is no action for LEAs to take in the Allocations Snapshot. Allocation data will update based on subsequent LEA decisions (e.g., transfers, private school equitable share, etc). LEAs can access the [UA X-Ray](#) to understand how the Unified Application populates the Allocations Snapshot.

Note(s):

- A row for carryover is built into the application to be used once carryover amounts are determined for the next fiscal grant year. All carryover amounts will be \$0 for LEAs when the application opens for 2026-2027 year. Any fields asking about carryover can be left blank.

Example Allocations Snapshot

Allocations Snapshot

This is a snapshot of allocations data, and the changes to those allocations made during compliance decisions.

| | Title I, Part A (24101) | Title I, Part C (24103) | Title I, Part D (24104) | Title II, Part A (24154) | Title III EL (24153) | Title III Immigrant (24163) | Title IV, Part A (24189) | Title V, Part B RLIS (24160) |
|--|-------------------------|-------------------------|-------------------------|--------------------------|----------------------|-----------------------------|--------------------------|------------------------------|
| Inputs | | | | | | | | |
| Allocation | \$9,828,188.00 | \$0.00 | \$0.00 | \$862,070.00 | \$347,056.42 | \$0.00 | \$666,158.00 | \$287,199.00 |
| Multi-LEA consortia <i>This figure is only available for fiscal agents.</i> | | \$0.00 | | | \$0.00 | | \$0.00 | |
| Transfers Total | \$0.00 | \$0.00 | \$0.00 | -\$10,000.00 | \$10,000.00 | | \$0.00 | \$0.00 |
| Transferred In | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | | \$0.00 | \$0.00 |
| Transferred Out | | | | \$10,000.00 | | | \$0.00 | |
| Total Current Year Funds | \$9,828,188.00 | \$0.00 | \$0.00 | \$852,070.00 | \$357,056.42 | \$0.00 | \$666,158.00 | \$287,199.00 |
| Total Carryover Funds | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Current Year and Carryover | \$9,828,188.00 | \$0.00 | \$0.00 | \$852,070.00 | \$357,056.42 | \$0.00 | \$666,158.00 | \$287,199.00 |
| Total Private School Share Current year and carryover | \$361,127.52 | | | \$53,968.20 | \$10,907.90 | \$0.00 | \$37,642.55 | |

Funding Source

Each funding source is included as a distinct column.

Total Year Current Funds

Provides the total planning allocation after transfers in & out (completed in the Transferability submodule)

Total Private School Share

Provides the proportionate share for private schools for each fund (completed in the Equitable Services submodules)

Transferability & Alternative Fund Use Authority (AFUA)

Overview: In this submodule, LEAs will be able to exercise two types of funding flexibilities offered in ESEA: Transferability and Alternative Fund Use Authority (AFUA). NMPED recommends that LEAs complete this submodule first since decisions to transfer funds will affect current year allocation amounts for compliance purposes.

Note(s):

- LEAs can adjust responses to this submodule at any time while completing the UA. LEAs should be aware that if they decide to transfer funds later in the process, they may need to adjust responses in the other compliance submodules.

Response Guidance:

| Section | Questions | Response Guidance |
|------------------------------|---|---|
| Transfers | No specific questions – enter amounts to be transferred from Title II–A and Title IV-A as applicable. | If not transferring funds, leave blank or enter “\$0.00.” |
| Alternate Fund Use Authority | Is the LEA eligible for SRSA? | LEAs should select “Yes” or “No.” |

| Section | Questions | Response Guidance |
|---------|--|---|
| | Are you planning to utilize AFUA for Title II, Part A? | LEAs will select “Yes” or “No.” LEAs will then indicate what Title II funds they plan to use AFUA for in the expenditure detail module, using the AFUA grant management code. |
| | Are you planning to utilize AFUA for Title IV, Part A? | LEAs will select “Yes” or “No.” They will indicate the amount used for AFUA in the Title IV sub-module. In addition, LEAs will indicate what Title IV funds they plan to use AFUA for in the expenditure detail module, using the AFUA grant management code. |

Additional Resources: For further detail on the specific requirements for this fund, please review: NMPED Guidance regarding Transferability and AFUA on the [Unified Application Support Page](#).

ESEA Equitable Services

Overview: LEAs responsible for ESEA equitable services will complete the Private School Equitable Share submodule. This submodule has four sections:

- Private School Determination,
- ESEA Private School Enrollment,
- ESEA ES Calculations, and
- ESEA Private School Shares.

Note(s):

- LEAs should complete their Equitable Services consultation prior to submitting the UA (consultation forms are required to be uploaded).
- LEAs will complete Title I-A ES Calculations in the Title I, Part A submodule, Steps 0A and 0B. The Title I equitable share for each private school will appear on the ESEA Private Schools Shares page.
- The Private School Equitable Share submodule must be completed in the order indicated below.

Response Guidance:

| Section (in order of completion) | LEA Action | Guidance |
|--|--|---|
| <p>1. Private School Determination (all LEAs must complete)</p> | <p>Indicate if they are responsible for providing equitable services to private schools.</p> | <p>LEAs choose “Yes/No” based on whether they are administering funds to private schools.</p> <p><i>Note:</i> For LEAs that choose “No” because they do not need to administer funds to private schools, the yellow exclamation mark will appear in the sidebar for the Equitable Services submodule. This can be ignored and will not prevent LEAs from submitting their applications.</p> |
| <p>2. ESEA Private School Enrollment</p> | <p>Enter each private school participating in ESEA programs.</p> | <p>LEAs will use the drop-down to find the private schools in the database or the LEA may enter the school’s ID number. If the private school is not in the database, the LEA may manually enter the name of the private school.</p> |
| | <p>Enter private school enrollment counts.</p> | <p>For each private school, enter applicable student counts. If the count is not applicable, enter “0”. If a private school is <i>not</i> participating in Title II and/or Title IV-A, uncheck the relevant box(es).</p> <p><i>Optional:</i> LEAs may provide notes about private school participation in the open text box. LEAs should indicate how they calculate the private school count for Low-Income students (e.g., 1.6 multiplier) if applicable.</p> |

| Section (in order of completion) | LEA Action | Guidance |
|--|---|--|
| | | <p>More information is included in the Equitable Services Guidance on the Unified Application Support Page.</p> |
| <p>3. ESEA Equitable Share Calculations</p> | <p>Calculate the private school equitable share for each relevant ESEA fund.</p> | <p>Reserve direct administrative costs for each grant, up to the maximum, as applicable. These costs are inclusive of public and private direct admin costs.</p> <p>Reserve indirect administrative costs for each grant, up to the maximum. These costs are inclusive of public and private indirect costs.</p> <p>Enter “0” for private school carryover. Federal carryover funds do not apply at this time.</p> |
| <p>4. ESEA Private School Shares</p> | <p>View ESEA per-pupil rate, private school equitable share allocations by program, and allocations per participating private school and upload your private school consultation.</p> | <p>Upload and attach consultation forms. You may upload one file with all consultation forms included, or you may upload multiple files of individual consultation forms.</p> <p>A template for private school consultation can be found on the Unified Application Support Page.</p> |

Title I, Part A (Title I-A)

Overview: Title I-A funds provide supplementary educational and related services to ensure all children have the opportunity to receive fair, equitable, and high-quality education, and to close educational achievement gaps.

- For this submodule LEAs may need to revisit steps out of order to make adjustments based on the outcomes of their decisions.
- LEAs should refer to the [Unified Application Support Page](#) (Title I-A Guidance) when filling out this submodule to ensure all necessary requirements are fully understood and met.

- Because the UA is based on planning awards, it is suggested that LEAs anticipate being above the threshold for requirements if their planning awards fall just below it. For example, if an LEA has a Title I-A allocation of \$475,000, it is better for the LEA to anticipate that they will receive \$500,000, which would necessitate set-aside requirements for family engagement, rather than having to make adjustments once the full allocation is received.

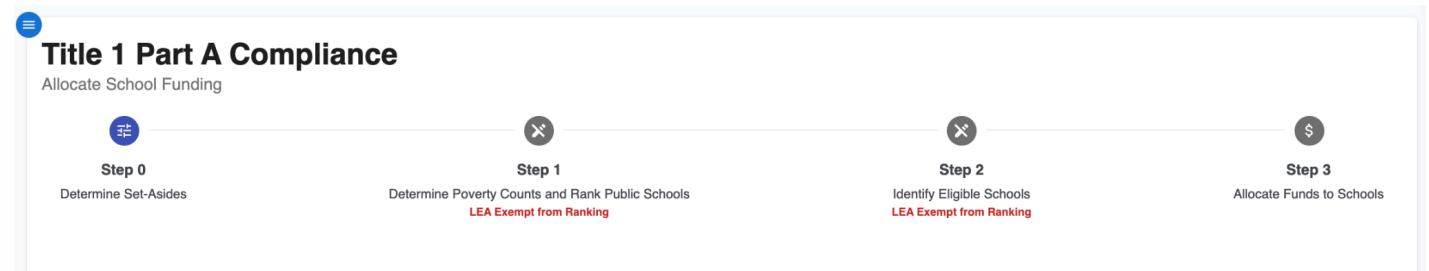
Response Guidance:

| Section | LEA Action | Guidance |
|--|---|---|
| <p>Step 0: Determine Set-Asides</p> | <p>Step 0A: Determine your private school equitable share of Title I-A funds.</p> | <p>LEAs enter the total number of low-income students residing in Title I public school attendance areas. Instructions on determining that number are outlined in the program guidance. The proportionate share of funds for low-income students attending private schools will be automatically calculated.</p> |
| | <p>Step 0B: Determine your set aside amounts.</p> | <p>In line with the Title I-A requirements outlined in program guidance, LEAs will determine their set-aside amounts for each reservation category.</p> <p>For any reservation an LEA is not making, they should enter \$0.00.</p> <p>For the parent and family engagement reservation, LEAs will enter their private school and total amounts to ensure they meet the proportionate share percentage requirements.</p> <p>If the percentage available for school allocations is less than 50%, an LEA will be asked to include a justification.</p> <p>All of Step 0 must be complete to</p> |

| Section | LEA Action | Guidance |
|---------|--------------------|---|
| | | move to the next step. |
| | Title I-A Criteria | <p>LEAs will indicate whether they meet any of the following criteria:</p> <ol style="list-style-type: none"> 1) Your LEA is a single site LEA 2) Your LEA has 1000 or fewer students <p>These criteria will determine if an LEA needs to rank their schools by poverty level prior to determining school-level allocations. Based on their answer, LEAs should refer to the steps in the following sections.</p> |

For LEAs that DO meet either of the criteria/choose yes:

Order of Title I-A Steps for LEAS that meet the criteria



| Section | LEA Action | Guidance |
|--|--|---|
| Step 3: Identify Eligible Schools | <p>LEAs will allocate their Title I-A funds at the school level.</p> <p>Note: All funds need to be allocated for this section to be complete. Once</p> | <p>LEAs will see the automated calculation of the per-pupil rate if all eligible schools are served the same rate. These amounts can help guide LEA allocation decisions.</p> |

| Section | LEA Action | Guidance |
|---------|---|--|
| | <p>the table is complete, LEAs can download the table to save it for their own records.</p> <p>LEAs answer the following questions: What are your criteria for determining which schools receive an allocation? How did you determine allocation amounts?</p> | <p>LEAs will enter their Title I-A allocation for their school(s).</p> <p><i>Note:</i> More information about criteria for ranking is available in the Title I-A Guidance on the Unified Application Support Page.</p> <p>For each allocation, LEAs will indicate whether the funds will be used for a targeted assistance or schoolwide program.</p> <p>If a school’s poverty percent is under 40%, the LEA must complete a waiver if they choose to use a schoolwide program.</p> <p>LEAs will describe their chosen criteria and decision-making process for their allocation decisions. If an LEA is a single-site LEA, they can indicate that as their description.</p> |

For LEAs that DO NOT meet the criteria/choose no:

| Section | LEA Action | Guidance |
|--|---|--|
| <p>Step 1: Poverty Counts and Ranking</p> | <p>1A: LEAs choose the poverty metric by which they will measure their schools.</p> | <p>LEAs will choose a poverty metric from the drop-down menu of options. The rank order of schools will populate based on the chosen metric.</p> <p>More information about the options</p> |

| Section | LEA Action | Guidance |
|---------|--|--|
| | | for poverty metrics is available in the Title I-A Guidance on the Unified Application Support Page . |
| | 1B: LEAs determine if they will take the option for secondary schools. | LEAs indicate “Yes/No” if they are specifying new low income rates for secondary schools. |

Step 1B

Step 1B

Determine if your LEA Will Take the Option for Secondary Schools

Would you like to specify new low income rates for secondary schools? Before you may choose this option, you must conduct outreach to all secondary schools and a majority of secondary schools must approve the use of feeder patterns. ESEA §1113 (a)(5)(C)

Yes

Secondary School Option Determination
LEAs indicate if they are applying the secondary school option.

Modify Low Income Rates

Specify New Low Income Rates for Select Secondary Schools

| School | CEP School Flag | Grades Served | Secondary School Flag | Total Enrollment Count | Total Poverty Count | Total Poverty Rate |
|--------|-----------------|---------------|-----------------------|------------------------|---------------------|--------------------|
| | Y | 6-8 | Y | 674 | 365 | 54.2% |
| | Y | 6-8 | Y | 311 | 163 | 52.4% |
| | Y | 9-12 | Y | 690 | 368 | 52.2% |
| | Y | 9-12 | Y | 245 | 126 | 51.4% |
| | Y | 6-8 | Y | 520 | 262 | 50.4% |
| | Y | 6-12 | Y | 221 | 109 | 49.3% |
| | Y | 9-12 | Y | 235 | 111 | 47.2% |
| | Y | 6-12 | Y | 1,209 | 563 | 46.6% |
| | Y | 9-12 | Y | 1,059 | 688 | 65% |

Cancel Save
Previous Next

LEA Secondary Schools
This is where an LEA's list of secondary schools would populate (blank here to protect privacy).

Total Poverty Rate
LEAs manually override a secondary school's poverty rate by entering the calculated feeder school average.

| Section | LEA Action | Guidance |
|---|--|---|
| <p>Step 2: Identify Eligible Schools</p> | <p>2A: LEAs will determine minimum eligibility for schools with rates of 75% or above.</p> | <p>LEAs will choose their rate from the drop-down menu of options. Based on the rate, the table below will update to show school eligibility. Schools above the black line meet the eligibility minimum and schools below the line do not meet the minimum.</p> |
| | <p>2B: LEAs will view their schools with automatic eligibility for Title I.</p> | <p>Schools where the low-income rate is greater than 75% will auto-populate the Tier 1 table.</p> |
| | <p>2C: LEAs will determine if they will exercise the HS option for automatic eligibility for Tier 2.</p> | <p>LEAs will choose “Yes/No” based on whether they are choosing the HS option.</p> <p>For LEAs that choose “Yes,” they will indicate the rate. Eligible high schools will then auto-populate the Tier 2 table.</p> |
| | <p>2D: LEAs will choose how they want to sort the remaining lower-ranking schools.</p> | <p>LEAs will choose, if applicable, whether they will sort the remaining schools districtwide or by gradespan.</p> <p>If LEAs choose gradespan, they will need to complete Step 2E.</p> |
| | <p>2E: LEAs will build Title I Gradespan Tables for Tier 3 (if applicable).</p> | <p>LEAs can use the pre-populated grade span tables or add new tables for schools with unique grade spans (e.g., 7-9). Names of tables can be edited to align to grade spans and the</p> |

| Section | LEA Action | Guidance |
|---------|------------|--|
| | | <p>order of tables can be rearranged.</p> <p><i>Note:</i> It is recommended LEAs use the pre-populated tables that align to NOVA data grade bands.</p> <p>To move schools to the correct table, LEAs can select the checkbox next to the school name and choose from the drop-down menu of where to move it.</p> <p>Every table by grade span must have at least one school entered in it. It is also required that there is more than one table in this section and that every school is organized into a table.</p> <p>LEAs will also determine a minimum eligibility rate per grade span using the drop-down menu at the top.</p> |

Step 2E

Step 2E

Build Your Title I Gradespan Tables for Tier 3.

Elementary Schools PK-5

Select schools to move them.

* Your grade span poverty rate is 58.9%. Please select a minimum rate to use for this gradespan table: 56.6%

| School | Grades Served | Total Enrollment | Total Poverty Count | Total Poverty Rate | Eligible |
|--------------------------|---------------|------------------|---------------------|--------------------|----------|
| <input type="checkbox"/> | PK-5 | 224 | 132 | 58.9% | Y |
| <input type="checkbox"/> | PK-5 | 234 | 137 | 58.5% | Y |
| <input type="checkbox"/> | PK-5 | 337 | 191 | 56.7% | Y |
| <input type="checkbox"/> | PK-5 | 385 | 213 | 55.3% | N |
| <input type="checkbox"/> | PK-5 | 225 | 118 | 52.4% | N |
| Grade Span Totals | | 4,783 | 2,817 | 58.9% | |

Secondary Schools Grade 6-12

Select schools to move them.

* Your grade span poverty rate is 47.0%. Please select a minimum rate to use for this gradespan table: 47%

| School | Grades Served | Total Enrollment | Total Poverty Count | Total Poverty Rate | Eligible |
|--------------------------|---------------|------------------|---------------------|--------------------|----------|
| <input type="checkbox"/> | 6-12 | 221 | 109 | 49.3% | Y |
| <input type="checkbox"/> | 6-12 | 1,289 | 563 | 46.6% | N |
| Grade Span Totals | | 1,498 | 672 | 47.0% | |

Table Name

LEAs edit the name of the tables they create to include the grade-span represented.

Minimum Eligibility

LEAs indicate the minimum eligibility rate for each table. This rate can differ between grade-spans.

| Section | LEA Action | Guidance |
|--|---|---|
| Step 3: Allocate Funds to Schools | Determine per-pupil allocations for Tier 1, Tier 2, and Tier 3 schools. | <p>LEAs determine per-pupil allocations based on Title I requirements. Per-pupil amounts should fall in descending order.</p> <p>Exceptions to the descending order is if an LEA is using an allocation flexibility (e.g., skip, exception, or grandfather). Flexibilities will autopopulate based on allocation amounts in the flexibility column of the tables. LEAs will need to click on the flexibility and verify it. More information on flexibilities is available in the Title I Guidance on the Unified</p> |

| Section | LEA Action | Guidance |
|---------|------------|---|
| | | <p>Application Support Page.</p> <p><i>Note:</i> If a flexibility is populating incorrectly, it means the allocation order is incorrect.</p> <p>If an LEA has a small amount of funding left over/small negative balance after allocating per pupil amounts, they should resolve by revisiting Step 0 and adjusting the set-asides to zero out their balance.</p> |

Step 3

Elementary Schools Grades PK-5
Custom Gradespan Table

| School | Grades Served | Total Enrollment | Total Poverty Count | Poverty Rate | Eligibility | Per Pupil | Program Type | School Allocation | Allocation Flexibilities |
|--------|---------------|------------------|---------------------|--------------|-------------|-----------|--------------|-------------------|--------------------------|
| | PK-5 | 288 | 282 | 78.1% | Y | \$758.00 | Schoolwide | \$151,588.00 | None |
| | PK-5 | 321 | 218 | 67.9% | Y | \$0 | None | \$0.00 | Verify Skip |
| | PK-5 | 483 | 268 | 66.5% | Y | \$758.00 | Schoolwide | \$281,008.00 | None |

Per Pupil Allocation

LEAs enter their per pupil allocations for each school in line with Title I-A requirements. An error will occur if requirements are not met for the rank order of funding or the 125 percent rule.

Program Type

LEAs indicate if a school's allocation will be used for a targeted assistance or schoolwide program.

Allocation Flexibilities

LEAs verify they are using one of the allocation flexibilities (skip, exception, or grandfather) for a school's allocation here.

Secondary Schools Grades 6-12
Custom Gradespan Table

| School | Grades Served | Total Enrollment | Total Poverty Count | Poverty Rate | Eligibility | Per Pupil | Program Type | School Allocation | Allocation Flexibilities |
|--------|---------------|------------------|---------------------|--------------|-------------|-----------|--------------|-------------------|--------------------------|
| | 6-12 | 221 | 109 | 49.3% | Y | \$658.00 | Schoolwide | \$78,858.00 | None |
| | 6-12 | 1,289 | 563 | 46.6% | N | \$500.00 | Schoolwide | \$281,500.00 | Verify Grandfather |

This school is ineligible but has funding allocated, please verify that was intentional.

Cancel Save

Technical Tip(s)

- When saving Title I-A responses, any subsequent steps in the submodule will also save. This will help LEAs see any errors if they are working out of order, so that they can proactively fix them. LEAs should save on each step before moving forward or backward through the Title I-A submodule to ensure that no work is lost.

Title I, Part C (Title I-C)

Overview: In this submodule, Local Operating Agencies (LOAs) will provide required information about their Title I-C plans.

Response Guidance: Questions should be answered as descriptions or numbers as required. The information provided in this section should be used to inform the Expenditure Detail for Title I-C funds. For further detail on the specific requirements for this fund, please review the Title I, Part C guidance on the [Unified Application Support Page](#).

Title I, Part D, Subpart 2

Overview: Title I, Part D funds serve neglected, delinquent, or at-risk youth. This submodule consists of open-text responses in which LEAs provide details about the youth served and the programming and services offered to these youth.

Response Guidance: Response boxes do not have a word limit and are rich-text to allow LEAs to format as needed. In determining what information to include in responses, LEAs should refer to the Title I, Part D, Subpart 2 guidance on the [Unified Application Support Page](#).

Title IV, Part A (Title IV-A)

Overview: LEAs will provide details about plans to allocate Title IV-A funds across the grant’s three main objectives and the anticipated impact as a result. Allocation requirements depend on whether an LEA receives more than \$30,000 in funds. The UA will display the relevant requirements based on an LEA’s Title IV-A allocation after transfers and AFUA.

Note(s):

- Because the UA is based on planning awards, it is suggested that LEAs anticipate being above the threshold for requirements if their planning awards fall just below it. For example, if an LEA has a Title IV-A allocation of \$29,000, it is better for the LEA to anticipate that they will receive \$30,000, which would necessitate meeting the requirements for that threshold.

Response Guidance:

| Section | Questions | Response Guidance |
|--|------------------------|--|
| <p>Part 1: Compliance Decisions</p> | <p>AFUA allocation</p> | <p>Eligible LEAs will indicate the amount of Title IV-A funds subject to AFUA. Note that this field will only appear to LEAs that indicated they plan to exercise AFUA for Title IV-A in the Transferability/AFUA submodule.</p> |

| Section | Questions | Response Guidance |
|-----------------------------------|--|--|
| | Split current year funds across program objectives | <p>LEAs will indicate how much of their funding to allocate across the three program objectives of Title IV-A: Well-rounded Education (WRE), Safe and Healthy Students (SHS), and Effective Use of Technology (EUT) (which includes allocations to Technology Infrastructure (TIN) and Technology Education (TED)).</p> <p><i>Note:</i> the UA will automatically remove direct and indirect administrative costs from the total Title IV-A allocation in the Title IV-A submodule for LEAs that complete the Equitable Services submodule. LEAs that do not complete the Equitable Services submodule must remove these costs manually prior to entering the total amount allocated to each program objective.</p> |
| Part 2: Program Objectives | How would you describe this program objective? | LEAs should describe their goals for the distribution. LEAs will describe the specific activities they are funding to achieve these goals in the Expenditure Detail module. |
| | What are the intended outcomes? | LEAs should describe the anticipated outcomes for schools and/or students they hope to achieve through this objective. |
| | How will you measure the intended outcomes? | LEAs should detail how they will measure the intended outcomes. |

ESEA Supporting Documentation

Overview: LEAs will upload necessary compliance forms to the ESEA Supporting Documentation submodule.

| Supporting Documentation | Description |
|--|--|
| <p>Comprehensive Needs Assessment (CNA)</p> | <p>The CNA is now a fillable form in the UA . The template is on the Unified Application Support Page for review purposes. The CNA must be submitted with each year’s grant application, so documentation should reflect a current CNA. LEAs must also upload documentation of two meetings with the stakeholder team (agendas and/or meeting notes).</p> |
| <p>Homeless Needs Assessment</p> | <p>All LEAs will upload a Homeless Needs Assessment using the template on the Unified Application Support Page. An example is also available as a reference.</p> |
| <p>Title I-A Supplement not Supplant</p> | <p>All LEAs will upload a Supplement not Supplant document, using the template on the Unified Application Support Page.</p> |
| <p>Tribal Consultations</p> | <p>Only LEAs that meet the outlined criteria are required to submit evidence of tribal consultation using the template on the Unified Application Support Page.</p> |
| <p>Title II-A Supporting Documents</p> | <p>Upload Title II-A related documents. Examples include: Local Charter School Applications Job Descriptions for Specialized Positions Names and License of Staff Receiving Title II-A Compensation (Full/Partial and Recruitment/Retention Stipends). For questions about Title II-A Supporting Documents, please contact: Rebecca Elicio (rebecca.elicio@ped.nm.gov) and Anna Delay (annaj.delay@ped.nm.gov).</p> |

Expenditure Detail Module

The Expenditure Detail module allows LEAs to submit a plan for expenditures, making it easier for LEAs to confirm allowable uses of funds prior to spending.

Note(s):

- All LEAs participating in a consortium (e.g., Title III) must each provide LEA-level expenditure plans in the Unified Application. Finance processes (i.e., operational budgets, reimbursements) will be coordinated through the consortium’s fiscal agent.
- Administrative costs are a part of the ESEA Title fund calculations. All LEAs will reserve Title I-A direct and indirect administrative costs in the Compliance module. LEAs responsible for equitable services will also reserve administrative costs in the Equitable Services submodule. Direct and indirect admin reservations in the Compliance module should match the amounts in the Expenditure Detail module.

Part I: Using the Appropriate Expenditure Detail

The Expenditure Detail module is divided into two expenditure details: Public and Private. The Private School Expenditure Detail should include costs to provide equitable services to students at private schools. All other expenditures should be included in the Public Expenditure Detail.

Note(s):

- For LEAs responsible for equitable services, direct administrative costs will be included in the Public Expenditure Detail for both public and private school direct admin. The exception is Title I, Part A, which has separate reservations for public and private school direct admin. Direct administrative costs for Title I-A private school equitable share should be tracked in the Private School Expenditure Detail using the GM code “ADMP.” For all other grants, direct administrative costs should be tracked in the Public Expenditure Detail using GM code “ADM.”

Part II: Entering Expenditure Details

Within the expenditure detail, LEAs will describe planned expenditures. The screenshot below shows the information LEAs will provide for each expenditure.

Example Expenditure Detail

Public School Direct Costs

Filter By
 By Fund: |
 By Object Code: |
 By Grant Code: |

| Fund | Object Code | GM Code | Description | Amount | Exclude from MTDC | Location | Attachments |
|--------------------------------------|--|--|----------------------|--------|--------------------------|--|---|
| <input type="text" value="Fund..."/> | <input type="text" value="Object..."/> | <input type="text" value="Fund first..."/> | <input type="text"/> | \$0.00 | <input type="checkbox"/> | <input type="text" value="Select a L..."/> | <input type="button" value="0"/> <input type="button" value="0"/> |

The table below describes each requirement for expenditure line items.

Information required for each expenditure line item

| Requirement | Description | Additional Notes |
|---|---|---|
| Fund | This identifies the grant that will pay for the expenditure. | |
| Object Code | This provides the expenditure type based on pre-defined categories. | The Description Required for Each Object Code (below) includes a brief description of Object Codes. |
| Grants Management (GM) Code | This links the expenditure to grant-specific compliance requirements, as applicable. | The Grants Management Codes (below) provides an overview of Grants Management Codes. |
| Description | This is an open text description that provides information about the allowability of the expenditure. | The Description Required for Each Object Code (below) includes key information required in the description according to expenditure type. |
| Amount | The dollar amount of the expenditure. | |
| Exclude from Modified Total Direct Cost (MTDC) | Checking this box indicates that an expenditure is excluded from the total direct costs used to calculate the maximum indirect cost amount. | <p>The MTDC excludes: equipment, capital expenditures, charges for rent, tuition remission, participant support costs, scholarships and fellowships, and the amount of subawards above \$25,000.</p> <p>Note: the Unified Application will automatically exclude any amount over \$25,000 for subawards checked as “Exclude from MTDC.”</p> |
| Location Code | Preloaded district school location codes | |

| Requirement | Description | Additional Notes |
|-------------|---|------------------|
| Attachments | Upload any supporting documentation for the expense | |

Description required for each object code

LEAs should provide as much detail as available about planned expenditures to support allowability. NMPED program teams may return applications for revisions if descriptions are insufficient. The table below provides guidelines on what could be included for expenditure details based on the parent object code.

| Object Code | Expenditure Type | Description Requirements |
|-------------|--------------------------------|---|
| 51000 | Compensation | <ul style="list-style-type: none"> Salaries: FTE count, title / position / role Stipends: \$/stipend, # of recipients |
| 52000 | Benefits | Benefit types included (e.g., medical, retirement, FICA) |
| 53000 | Contracts & Purchased Services | Name of contractor / vendor (or purpose of contract), brief description of service |
| 54000 | Property Services | Name of vendor, description of service, amount per unit, and number of units (if applicable) |
| 55000 | Other Purchased Services | <ul style="list-style-type: none"> Travel: # of travelers, cost breakdown (e.g., mileage, lodging, per diem), purpose of travel (event, staff/student travel) Advertising: vendor (e.g. TV station, newspaper, online) Inter-Agency Transfer (IAT): name of receiving entity |
| 56000 | Supplies | <ul style="list-style-type: none"> Instructional materials: name of curriculum / product Licenses: name of product |
| 57000 | Equipment | Equipment: item & function, vendor, cost per unit, quantity/number of units |

Note(s):

- In places where a planned expenditure will be distributed among schools, LEAs should include a list of the schools in the description.

Grants Management Codes

Grants Management Codes help LEAs efficiently communicate the allowability of each planned expenditure. Grants Management Codes are also tools LEAs can use to track grant compliance requirements and flexibilities.

The table below summarizes expectations for the use of Grants Management Codes as well as the functions Grants Management Codes serve for each fund. When Grants Management Codes tie to reservations, LEAs should make sure that total expenditures match any reservation amounts in the Compliance module.

| Grant | Expectations for using Grants Management Codes | GM Code Function | | |
|--------------|---|------------------|--------------|-------------|
| | | Reservations | Allowability | Flexibility |
| Title I-A | Each line item should use a Grants Management Code. | ✓ | | |
| Title I-C | As applicable | | ✓ | |
| Title I-D | As applicable | | | |
| Title II | As applicable | ✓ | ✓ | ✓ |
| Title III EL | Each line item should use a Grants Management Code. | ✓ | ✓ | |
| Title IV-A | Each line item should use a Grants Management Code. | ✓ | | ✓ |
| Title V | Each line item should use a Grants Management Code. | | ✓ | |

The Grants Management Codes for each fund are outlined below, along with whether they are available in the Public and/or Private School Expenditure Details.

| Title I-A Grants Management Codes | | | |
|-----------------------------------|---|--------|---------|
| Code | Description | Public | Private |
| ADM | Direct administrative costs | Yes | |
| ADMP | Direct administrative costs (Title I-A private school only) | | Yes |
| FAM | Family engagement | Yes | Yes |
| FOS | Foster care | Yes | Yes |
| HML | Homeless | Yes | Yes |
| INC | Incentives and stipends for teachers | Yes | |
| INS | Instructional programs | Yes | Yes |

Title I-A Grants Management Codes

| Code | Description | Public | Private |
|------|----------------------------------|--------|---------|
| NEG | Neglected | Yes | Yes |
| NON | Non-instructional | | Yes |
| PK | Preschool | Yes | |
| PL | Professional learning | Yes | Yes |
| SIM | TSI/CSI school improvement | Yes | |
| SCH | School allocations | Yes | |
| TRA | Transportation for school choice | Yes | |

Title I-C Grants Management Codes

| Code | Description | Public | Private |
|------|------------------------------|--------|---------|
| ADM | Direct administrative costs | Yes | |
| PAC | Parent advisory committee | Yes | Yes |
| PFS | Priority for services | Yes | Yes |
| SDP1 | Service delivery plan Goal 1 | Yes | Yes |
| SDP2 | Service delivery plan Goal 2 | Yes | Yes |
| SDP3 | Service delivery plan Goal 3 | Yes | Yes |
| SDP4 | Service delivery plan Goal 4 | Yes | Yes |

Title I-D Grants Management Codes

| Code | Description | Public | Private |
|------|-----------------------------|--------|---------|
| ADM | Direct administrative costs | Yes | N/A |

Title II-A Grants Management Codes

| Code | Description | Public | Private |
|------|---|--------|---------|
| ADM | Direct administrative costs | Yes | |
| AFUA | Alternative Fund Use Authority (AFUA Flexibility) | Yes | |
| CSR | Class-size reduction | Yes | |
| INC | Incentives and stipends for teachers | Yes | |
| MEN | Mentorship support for teachers | Yes | |
| PL | Professional learning | Yes | Yes |
| REC | Recruitment | Yes | |
| SIM | TSI/CSI school improvement | Yes | |

Title III Grants Management Codes

| Code | Description | Public | Private |
|------|---|--------|---------|
| ADM | Direct administrative costs | Yes | Yes |
| FAM | Parent, family, and community engagement activities | Yes | Yes |
| LIEP | Effective English Language Instruction Programs | Yes | Yes |
| PL | Effective professional development | Yes | Yes |

Title IV-A Grants Management Codes

| Code | Description | Public | Private |
|------|---|--------|---------|
| ADM | Direct administrative costs | Yes | |
| AFUA | Alternative Fund Use Authority (AFUA Flexibility) | Yes | |
| WRE | 4107 Well-rounded education | Yes | Yes |
| SHS | 4108 Safe and healthy students | Yes | Yes |

| Title IV-A Grants Management Codes | | | |
|------------------------------------|--|--------|---------|
| Code | Description | Public | Private |
| TED | 4109 Effective Use of Technology: Technology education | Yes | Yes |
| TIN | 4109 Effective Use of Technology: Tech infrastructure | Yes | Yes |

Note(s):

- If the AFUA flexibility is used for Title IV-A grants, LEAs need to note in the description under what grant the expense is allowable. For example: “Title I flex. 1 FTE preschool teacher at Abbott Elementary.”

| Title V-B Grants Management Codes | | | |
|-----------------------------------|---|--------|---------|
| Code | Description | Public | Private |
| FAM | Family engagement | Yes | N/A |
| TIA | Activities allowable under Title I, Part A | Yes | |
| TIIA | Activities allowable under Title II, Part A | Yes | |
| TIII | Activities allowable under Title III | Yes | |
| TIVA | Activities allowable under Title IV, Part A | Yes | |

Note(s):

- LEAs can upload expenditure details completed in the Excel template on the [Unified Application Support Page](#) in lieu of completing the required information within the OBMS interface.

Technical Tip(s)

- LEAs can filter line items by Fund, Object Code, and Grant Code to review expenditures by category.
- LEAs can download the Public and Private School Expenditure Details into CSV files.

IDEA Compliance Module

To be updated.

ESEA Review and Submission Process

Review and Approval Module

LEAs must complete the Review and Submission module to submit the ESEA portion of the UA. For submission, LEA Planning Teams should ensure that all submodules in Plan Priorities, ESEA Compliance, and ESEA Expenditure Details are complete and accurate. LEAs should make sure all submodules have a green status indicator in the sidebar.

Once an LEAs has confirmed that their application is complete, they should review the consistency check table in the Review and Approval module.

Application Consistency Check (ACC)

The ACC ensures that compliance and spending decisions align across the application. An ACC table will automatically populate based on *identified* consistency check flags (if there are no errors identified, LEAs will not see a table). The information checked includes:

1. The total allocation amounts for awarded federal grants, including the equitable share for private schools, are planned for through direct and indirect costs in the Expenditure Detail module(s); and
2. Spending decisions in the Compliance submodules align with the planned costs listed in the Expenditure Detail module as tracked through Grant Management codes.

Example Consistency Check Table

ESEA Review & Submission

The table below shows any inconsistency checks that are in the application. You can only submit once you have no open issues. The table below displays an error ID, an error message, and the two values that the check is comparing.

| Check ID | Error | Value 1 | Value 2 |
|----------|---|----------------|--------------|
| ACC-1 | The total direct and indirect costs are not equal to the total amount available for Title I, Part A | \$7,960,518.61 | \$3,500.00 |
| ACC-4 | The total direct and indirect costs are not equal to the total amount available for Title II, Part A | \$904,157.73 | \$223,000.00 |
| ACC-5 | The total direct and indirect costs are not equal to the total amount available for Title III EL | \$248,388.00 | \$400,000.00 |
| ACC-7 | The total direct and indirect costs are not equal to the total amount available for Title IV, Part A | \$554,514.02 | \$50,000.00 |
| ACC-8 | The total direct and indirect costs are not equal to the total amount available for Title V RLIS | \$415,228.87 | \$0.00 |
| ACC-11 | Total public Title I, Part A line items for Homeless children and youth (grant management code HML) do not match the public set-aside in Title I-A Step 0 | \$2,000.00 | \$1,500.00 |
| ACC-16 | Total public Title I, Part A line items for Foster care (grant management code FOS) do not match the public set-aside in Title I-A Step 0 | \$0.00 | \$2,000.00 |
| ACC-34 | The total indirect costs in Title II, Part A are less than the Indirect costs set aside in the ESEA ES Calculations view. | \$44,477.00 | \$0.00 |
| ACC-35 | The total indirect costs in Title IV, Part A are less than the Indirect costs set aside in the ESEA ES Calculations view. | \$37,593.00 | \$0.00 |
| ACC-36 | The total indirect costs in Title III EL are less than the Indirect costs set aside in the ESEA ES Calculations view. | \$17,906.00 | \$0.00 |
| ACC-39 | The total Private School Direct Costs line items for Title II, Part A should be equal to the Total equitable share for private schools in the ESEA ES Calculations. | \$36,057.12 | \$23,000.00 |
| ACC-40 | The total Private School Direct Costs line items for Title IV, Part A should be equal to the Total equitable share for private schools in the ESEA ES Calculations. | \$21,679.68 | \$0.00 |
| ACC-46 | The total direct administrative line items (grant management code ADM) exceeds 2% of total current year and carryover for Title IV, Part A | \$554,514.02 | \$50,000.00 |

13 issues preventing submission

Blocked Actions

- Submit to PED is blocked - Application not Complete

Elements of the Consistency Check Table

The consistency check table will provide the information below for each item that requires attention prior to submission.

| Element | Description |
|----------|--|
| Check ID | The check ID is used to identify each error. |
| Error | The error column describes where in the UA there is an inconsistency. |
| Value 1 | Value 1 is the total grant amount or the amount planned for in a compliance submodule. |
| Value 2 | Value 2 is the total amount of planned expenditures. |

More information, including the full list of consistency checks, can be found in the UA X-Ray resource on the [Unified Application Support Page](#).

Note(s):

- LEAs should wait to address consistency errors until their application is complete and all decisions have been made. This will reduce the number of revisions an LEA must complete before submission.
- There are multiple ways to address each consistency error in the UA. LEAs can use the tips below.

Tips for Addressing Consistency Checks

| Consistency Check Tips |
|--|
| 1. Before making any adjustments, LEAs should verify that the expenditures related to the error are correctly categorized. Expenditures should be listed under the appropriate expenditure detail section (public or private), assigned to the correct fund, and labeled with the correct Grant Management Code. |
| 2. In making adjustments to ensure consistency, LEAs can adjust expenditure amounts in the Expenditure Detail and/or make adjustments in compliance modules to planned reservation amounts or administrative costs. |
| 3. As LEAs address consistency errors, they should review other related parts of the application to ensure their changes don't have an unintended impact elsewhere in the application. |

Application Submission

Once an LEA completes the application and resolves consistency errors, the Planning Lead (the individual with Grant Manager privileges in OBMS) may submit the ESEA portion of the Unified Application for review.

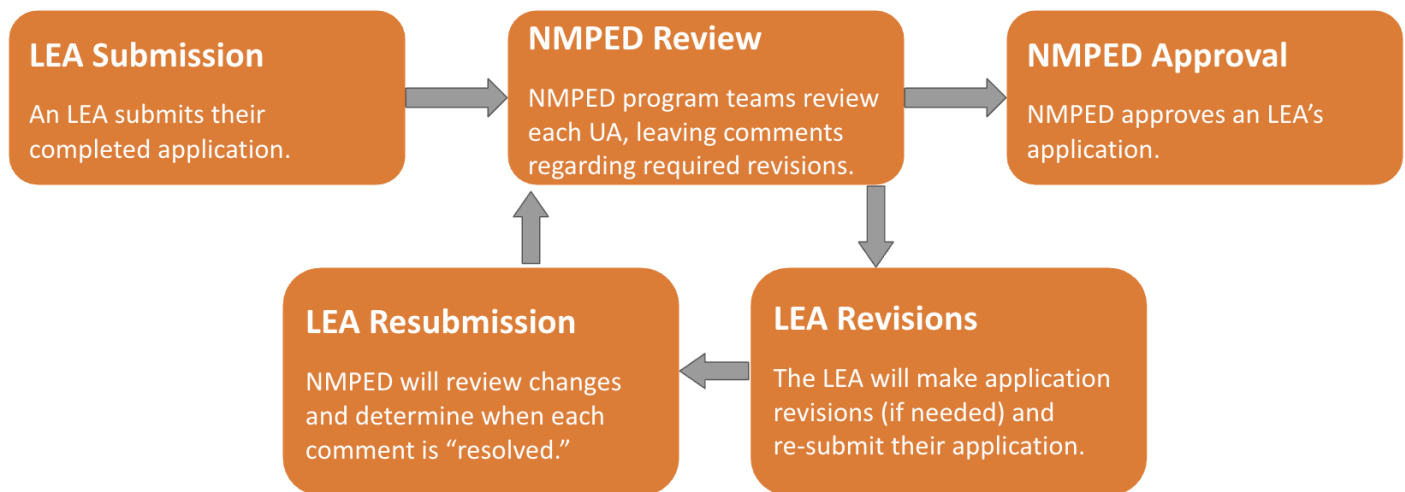
After submission, LEAs will have view-access until the initial review is complete.

Review Process

Following submission, there will be a review and revision process to finalize the ESEA portion of an LEA’s UA. NMPED will review applications to ensure LEAs meet federal compliance requirements and check that listed expenditures are allowable.

The UA review process will begin after an LEA submits their application when NMPED program teams conduct their review. If the UA meets all requirements, NMPED will approve the application and notify the LEA. If an LEA needs to make updates, NMPED program teams will leave their feedback and notify the LEA. An LEA will make revisions based on feedback and the Planning Lead (individual with Grant Manager Access to OBMS) will resubmit the application, summarizing the changes made. NMPED will review the updated portions and either approve the application or add additional feedback. The cycle of NMPED review, LEA revisions, and LEA resubmission will occur until NMPED approves an application.

Upon approval, LEAs will have view-access to their applications (with the continued ability to export files).



The UA’s application status will indicate where it is in the completion and review cycle.

UA Review Status Indicators

| Element | Description | LEA Access | NMPED Access |
|-------------|-----------------------------|------------|--------------|
| In Progress | The LEA has started the UA. | EDIT | VIEW |

| | | | |
|------------------|---|-------------|----------------|
| Submitted to PED | The LEA has submitted the UA and NMPED conducts their review. | VIEW | COMMENT |
| Returned to LEA | NMPED has returned the UA to the LEA and the LEA makes necessary revisions. | EDIT | VIEW |
| Approved | The LEA's UA has received approval from NMPED. | VIEW | VIEW |

NMPED will provide LEAs with feedback on the ESEA portion of the UA in OBMS in the Review and Submit module if revisions to their application are needed. All feedback will be shared through comments listed in the review table.

Example Review Comments Table

- Pre-Application Requirements >
- Plan Priorities >
- ESEA Compliance >
- IDEA Compliance v
- Allocations Snapshot
- IDEA Private School Proportionate Share
- IDEA Local Charter Share
- IDEA Compliance
- IDEA Supporting Documentation
- IDEA Expenditure Details
- Review and Submit v
- ESEA
- IDEA

ESEA Review & Submission

The table below shows any inconsistency checks that are in the application. You can only submit once you have no open issues. The table below displays an error ID, an error message, and the two values that the check is comparing.

| Check ID | Error | Value 1 | Value 2 |
|--------------------------------|-------|---------|---------|
| 0 issues preventing submission | | | |

Review Comments

This is a description of what PED should do with the Review Comments component.

Filter By

Track Location Author Addressed

Resolved

| Track | Location | Comment | Commented By | Addressed | Resolved |
|-----------------|--------------|---------------------------|---------------------------------|-------------------------------------|--------------------------|
| Title I, Part 2 | | Testing comment example 1 | UA 1 Apr 1, 2025, 1:35:51 PM | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Title I, Part 4 | ESEA Support | Testing comment example 2 | UA 1 Apr 2, 2025, 3:16:45 PM | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Title III EL | | Testing comment example 3 | UA 1 Apr 2, 2025, 3:16:45 PM | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

In the review table, NMPED will include universal elements to clarify the revisions required and there will be fields for (1) LEAs to indicate that the comments have been addressed and (2) that NMPED has reviewed LEA revisions and the issue

has been resolved.

UA Comment Elements

| Element | Description |
|--------------|---|
| Track | The grant fund that a comment relates to. |
| Location | The UA module the comment applies to. |
| Comment | The description of what needs to be updated in the UA. |
| Commented By | The NMPED personnel who wrote the comment. |
| Addressed | LEAs will check this box once they address a comment. |
| Resolved | NMPED reviewers will check this box once they have confirmed that a comment is addressed. |

When making revisions, LEA Planning Leads should coordinate across teams to ensure that all comments from NMPED are addressed, *all* revisions are documented so they can be easily summarized, and updates to the application are limited to what is necessary to respond to the feedback. More information below.

Steps for UA Revisions

| Step | Description |
|--------------------------|--|
| 1. Review Feedback | Once an application returns to the LEA, all LEA users can view a list of comments from NMPED federal program teams in the Review and Approval submodule. |
| 2. Make Revisions | LEAs will make revision(s) to address each comment. During this time, Planning Leads should ensure all revisions are documented. |
| 3. Update Feedback Table | For each completed revision, LEAs will update the “LEA addressed” status of the comment and provide a brief summary of changes made (any LEA editor can make these updates). |
| 4. Submit | Once the LEA addresses all comments, the LEA Grant Manager will re-submit the application. |

Note(s):

- When resubmitting an application, LEAs must accurately summarize all changes made during the revision process. This information will expedite the review process by allowing NMPED programs personnel to focus solely on the updated portions of the application.
- LEAs should limit revisions to changes necessary to address NMPED feedback. If an LEA wants to make additional, unrelated changes, they must first contact the UA Helpdesk (unified.app@state.nm.gov).
- When the UA re-opens for LEA revisions, existing permissions will remain in place:
 - Grant Editors will have editing access.
 - Only the Grant Manager—the single individual designated by each LEA—will be able to resubmit the application.
- If an LEA has questions, they should contact the NMPED personnel who left the comment or the UA Helpdesk (unified.app@state.nm.us).

Appendix A: Grants & Plans Included in the Unified Application

| Grants Included in New Mexico Unified App | Grants Excluded from New Mexico Unified App |
|--|---|
| <ul style="list-style-type: none"> ● Elementary & Secondary Education Act (ESEA) <ul style="list-style-type: none"> ○ Title I Part A ○ Title I Part C (Migratory Students, Children, and Youth) ○ Title I Part D Subpart 2 ○ Title II, Part A ○ Title III (EL & Immigrant) ○ Title IV, Part A ○ Title V RLIS ● Individuals with Disabilities in Education Act (IDEA) <ul style="list-style-type: none"> ○ Part B 611 and ○ Part B 619 | <ul style="list-style-type: none"> ● Carl Perkins ● NextGen ● McKinney-Vento ● Comprehensive Literacy State Development (CLSD) ● United States Department of Agriculture Food & Nutrition Service Grants (e.g. National School Lunch Program) ● State Personnel Development Grant (SPDG) ● Title IV-B (21st Century Community Learning Centers) ● Title I-A, Section 1003 School Improvement Funds ● All state funds |
| Plans Included in New Mexico Unified App | Plans Excluded from New Mexico Unified App |
| <ul style="list-style-type: none"> ● ESEA Consolidated Plan, including: <ul style="list-style-type: none"> ○ Title I, Part A ○ Title II, Part A ○ Title I-C ○ Title I-D Subpart 2 ○ Title III ○ Title IV, Part A ○ Title V, Part B RLIS ● IDEA Plan | <ul style="list-style-type: none"> ● EdPlan ● DASH Plan ● MLSS Self-Assessment ● Local Literacy Plans ● Equity in Action Items ● Local Wellness Policies ● Attendance Improvement ● Safe Schools Plan ● Charter Applications & Renewals ● Gifted LEA Plan |

Appendix B: Application Checklist

The Application Checklist can be used by the Planning Lead prior to submitting the application to assist with completion.

| Pre-Application Requirements | ESEA Expenditure Detail |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Attest to Consolidated ESEA and IDEA Assurances <input type="checkbox"/> Upload GEPA Statement | <p>Identify all planned expenditures across:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Public <input type="checkbox"/> Private (as applicable) |
| Plan Priorities | IDEA |
| <p>Complete all information in each submodule:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academics for All <input type="checkbox"/> Priority Student Groups <input type="checkbox"/> Educator Workforce | <p>Coming soon!</p> |
| ESEA Compliance | Submission |
| <p>Complete all information in each submodule:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transferability/AFUA <input type="checkbox"/> ESEA Equitable Services <ul style="list-style-type: none"> <input type="checkbox"/> Private School Determination <input type="checkbox"/> ESEA Private School Enrollment <input type="checkbox"/> ESEA ES Calculations <input type="checkbox"/> ESEA Private School Shares (including consultation forms) <input type="checkbox"/> Title I-A <input type="checkbox"/> Title I-C <input type="checkbox"/> Title I-D <input type="checkbox"/> Title IV-A <input type="checkbox"/> ESEA Supporting Documentation | <ul style="list-style-type: none"> <input type="checkbox"/> ESEA <input type="checkbox"/> ESEA Quality Check <input type="checkbox"/> IDEA <input type="checkbox"/> IDEA Quality Check |

Appendix C: Support Resources

Key resources available to LEAs to complete the UA are outlined below.

| Resource | Additional Information |
|--|---|
| Unified Application Support Desk | Please email all questions regarding the UA to Unified.app@state.nm.gov . |
| Unified Application Support Page | All resources to support the completion of the UA are available on the NMPED website here . Long URL here: https://web.ped.nm.gov/bureaus/unified-application/ |
| Frequently Asked Questions Document | A Frequently Asked Questions document will be updated periodically throughout the UA completion window. |

Appendix D: Troubleshooting

LEAs experiencing any issues should first consult the table below. If the issue still cannot be resolved, contact the help desk at unified.app@state.nm.gov

| Problem | Possible Causes | Solutions |
|---|---|---|
| Receiving an error message for an unknown reason. | Entered information may not have been saved (work should be saved every 15 minutes). | Unsaved information should be reentered. |
| | Entered information may not meet the program-specific requirements. | Double check the error message that is popping up and refer to program guidance to ensure requirements are being met. |
| Information that was previously entered has disappeared. | Entered information may not have been saved (work should be saved every 15 minutes). | Unsaved information should be reentered. |
| Experiencing a glitch in the OBMS interface (e.g., pages not loading, being unable to enter information, etc.). | There may be a system issue. | Try doing a hard refresh of the page or logging out of OBMS and logging back in (for more information on how to do a hard refresh, please refer here). If that does not work, please notify the help desk. |
| | Necessary information may not be complete. | Ensure that the assurances in the Pre-Application module are submitted. The submission of assurances is required to access the rest of the application. Also check whether required steps have been completed within modules. |
| | The user view may not be correct. | Note that the UA has a vertical scroll bar, but not a horizontal scroll bar. If it appears that a portion of the page is missing, try scrolling up or down or try adjusting the zoom percentage of a screen's view. |
| Receiving an exclamation mark next | Necessary information may not be | For modules, double check that each |

| | | |
|--|-------------------------------------|---|
| <p>to a completed module or submodule.</p> | <p>complete.</p> | <p>submodule within the module is fully complete. For submodules, double check that all required information is entered. Missing information will be indicated with a red box.</p> |
| | <p>There may be a system issue.</p> | <p>First, try making a minor change to an answer, then re-saving the page. This may reset the completion indicator to the correct status. Next, try refreshing the page or logging out of OBMS and logging back in. If that does not work, please notify the help desk.</p> |

Appendix E: Unified Application Planning Process

The UA allows LEAs to develop a coherent plan that aligns priorities and resources. In order to successfully complete the UA, all LEA personnel who have responsibilities related to the application’s components (e.g., academics, federal programs, and finance) must coordinate across workstreams.

STEP 1: Establish a team and set a meeting schedule for developing/submitting the UA.

| | Key Actions | Suggested Deadline |
|--------------------------|---|---------------------|
| <input type="checkbox"/> | <p>Assign Planning Lead: LEA leadership identifies a Planning Lead to oversee and coordinate the planning process of completing the UA. The Planning Lead will be responsible for setting and facilitating a schedule of regular planning meetings to complete the LEA’s UA. They will be the primary point of contact for NMPED related to the UA and will submit the final application.</p> <p>The ideal planning lead is positioned to bring together LEA personnel across a range of offices and roles. They should be familiar with the LEA’s strategies to improve students’ experience.</p> | <p>January 2026</p> |
| <input type="checkbox"/> | <p>Build the UA Team: LEA leadership creates a Planning Team responsible for completing the UA. The team should have decision-making authority and include the federal programs director, chief academic officer, chief talent officer, chief(s) of support for specialized student groups, and chief financial officer/business manager.</p> <p>To decide who should be part of this team, LEAs should review the full list of grants and plans that are included in the UA (Appendix A) and ensure that the identified staff members for the Planning Team have the necessary program knowledge.</p> | <p>February 202</p> |

| | | |
|--------------------------|---|------------------------------|
| <input type="checkbox"/> | <p>Learn about the UA and Federal Program Compliance: To prepare to complete the application, the UA Planning Team members should take the following actions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review this Planning Guide in its entirety. <input type="checkbox"/> Review federal programs guidance (available on the Unified Application Support Page). <input type="checkbox"/> Review the UA modules (available in OBMS). <input type="checkbox"/> Attend the UA training sessions with NMPED. | <p>January – April 2026</p> |
| <input type="checkbox"/> | <p>Develop a Plan to Complete the UA: To successfully complete the UA, Planning Leads will need to coordinate the completion of the three modules: Priorities, Compliance, and Expenditure Detail. This coordination will need to ensure that priority-setting and compliance decisions align with expenditure planning throughout the application.</p> <p>To develop a plan, the Planning Lead and Team should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the team members who need to be involved in completing each section or question. Some UA questions ask about how an LEA will implement the state’s priorities, so will require input from multiple program areas. The expenditure details will also require more information which will necessitate input across teams. <input type="checkbox"/> Decide where in the application and planning process LEA leadership needs to give feedback. <input type="checkbox"/> Set a timeline to ensure the application is drafted, reviewed by leadership, and submitted by April 16. | <p>February – April 2026</p> |

STEP 2: Prepare for compliance processes.

| Key Actions | | Suggested Deadline |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | <p>Prepare the Necessary ESEA documentation: Prior to the launch of the UA, LEAs should prepare to conduct the required compliance processes. All necessary forms and templates for these processes can be accessed on the Unified Application Support Page.</p> <p>All LEAs:</p> | <p>February 16, 2026</p> |

- Review the consolidated assurances.
- Complete a GEPA Statement.
- Validate NOVA data to determine whether it is accurate and complete (*Due January 17*).
- Complete the Supplement not Supplant form.
- Set a plan for completing the Comprehensive Needs Assessment.
- Set a plan for completing the Homeless Needs Assessment.

If applicable to your LEA:

- Set a plan for completing the Tribal Consultation.

STEP 3: Complete the Unified Application in OBMS.

| Key Actions | | Suggested Deadline |
|--------------------------|---|--------------------|
| <input type="checkbox"/> | <p>Designate OBMS Access: The Planning Lead will grant OMBS access to the personnel in their district that will be completing the UA.</p> <p>The process for granting access is outlined here.</p> <p><i>Note:</i> All LEA users will have access to editing all parts of the Unified Application. Planning Leads should develop clear guidance regarding authorization to edit if multiple editors are anticipated.</p> | February 28, 2026 |
| <input type="checkbox"/> | <p>Hold Planning Team meeting(s) to complete the UA: The Planning Team follows the set timeline and meeting schedule to complete the different components of the application.</p> | April 15, 2026 |
| <input type="checkbox"/> | <p>Conduct a final review of the UA: Once all sections of the UA are complete, the Planning Lead should ensure that the relevant LEA administrators review the application.</p> | |
| <input type="checkbox"/> | <p>Submit the UA: The Planning Lead submits the application.</p> | |

STEP 4: Revise plan and secure final approval.

| Key Actions | Suggested Deadline |
|-------------|--------------------|
|-------------|--------------------|

| | | |
|--------------------------|--|-------------------|
| <input type="checkbox"/> | <p>Review NMPED feedback: LEAs will receive feedback on their submitted UA. The Planning Team should meet to review feedback, assign responsibility for revisions, and contact NMPED with any follow-up questions.</p> | <p>May – June</p> |
| <input type="checkbox"/> | <p>Revise responses as needed and re-submit UA: LEAs will make application revisions and the Planning Lead will then resubmit the application. This process will repeat until all rounds of feedback have been addressed and the UA is approved by NMPED.</p> | |