



New Hampshire

Department of Education

New Hampshire Department of Education 2026-2027 Elementary and Secondary Education Act (ESEA) Consolidated Application for Federal Title Programs

Bureau of Instructional Support

Office of ESEA Programs

25 Hall Street

Concord, NH 03301

Purpose

The New Hampshire Department of Education (NHED) has developed the online *2026-2027 ESEA Consolidated Application for Federal Title Programs* to support the timely administration of programs funded by the Every Student Succeeds Act (ESSA) to local educational agencies (LEAs) across the state of New Hampshire. The application is streamlined to focus on the fiscal and programmatic requirements of ESSA for the following programs:

1. Title I, Part A- Improving the Academic Achievement of the Disadvantaged
2. Title I, Part D, Subpart 2- Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
3. Title II, Part A- Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
4. Title III, Part A- Language Instruction for English Learners and Immigrant Students
5. Title IV, Part A- Student Support and Academic Enrichment
6. Title V, Part B, Subpart 2- Rural and Low-Income School Program (RLIS)

The information and documentation requested in this application will allow NHED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of ESSA regulations. To streamline ESSA requirements, documentation such as *Program Assurances* and *Equitable Services Affirmation* will be uploaded as part of this application process.

The online application process will not only ensure the compliance of ESSA regulations but will also allow NHED to collect and analyze data in a timely manner to provide LEAs quicker access to funding.

Guidance

Per section 8305 [20 U.S.C. 7845] Consolidated Local Plans or Applications, a state educational agency (SEA) that has an approved consolidated State plan or application under section 8302 may require local educational agencies in the State receiving funds under more than one program included in the consolidate State plan or consolidated State application to submit consolidated local plans or applications under those programs, but may not require those agencies to submit separate plans. Additionally, the SEA shall require only descriptions, information, assurances, and other material that are absolutely necessary for the consideration of the LEA plan or application.

Based on this legislation, NHED is requiring LEAs to annually submit a consolidated application for the programs listed above.

This version of the application is for planning purposes only and shall not be submitted. Applications must be submitted through the Grants Management System (GMS) by utilizing the *Apply Now- 2026-2027 ESEA Consolidated Application* button on the home page for the proper grant year.

Please note narrative responses from your prior year application will automatically be carried over into the current year application. Responses shall be modified as appropriate to ensure accuracy. Additionally, the responses within your application must reflect those activities that are written within GMS at a later date. If your application and activities do not align, you cannot amend your application. Therefore, it is imperative that the application be executed thoughtfully and through collaboration with the required stakeholders.

Per 2 CFR § 200.334 the request, form, supporting documentation, and NHED's response must be maintained for record retention purposes.

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Overview

The Consolidated Application is the LEA's plan to use federal funds via an application/budget summary for the use of the federal funds to the SEA (NHED).

An LEA may receive a subgrant under this part for any fiscal year only if the SEA has on file an approved application. Substantial and final approval of specific grant activities will still be processed through GMS, general budget information however must be provided within this application.

Specific program sections will only populate in the electronic application for those programs an LEA has opted to participate in. All other sections are required regardless of program selection. Applications with incomplete sections will not be able to be submitted; if a section does not apply to you and states "if applicable" please put N/A in that field. Applications that are fully executed, however require additional or revised information may be returned to the LEA for revisions. A LEA will not receive a subaward under any of the above mentioned title programs unless there is an approved application on file with NHED.

Applications must be submitted by July 1, 2026. Final allocations will be uploaded into GMS on or around July 1, 2026 or once the application receives approval. An LEA that fails to apply by the deadline will not be eligible for a subaward under this part for 2026-2027. Funding will be forfeited and eligible for reallocation to LEAs with a completed application on file.

An application extension may be requested by emailing Jessica.L.Lescarbeau@doe.nh.gov. Extensions may be granted up to September 1, 2026.

Application Contact Information

School Administrative Unit (SAU) #:	SAU 106
District Name:	Timberlane Regional School District
Superintendent Name:	Justin Krieger
Email Address:	justin.krieger@timberlane.net
Phone Number:	603-382-6119
Business Administrator Name:	Maria Watkins
Email Address:	maria.watkins@timberlane.net
Phone Number:	603-382-6119
Grant Manager Name (if applicable):	Sandra Allaire
Email Address:	sandra.allaire@timberlane.net
Phone Number:	603-382-6119

Individual contact information for programs will be collected via the applicable application section and be available for editing/review in the Grants Management System.

Preliminary Allocations

Title Program	2026-2027 Preliminary Allocation Amount	Opt-In to Participate	Opt-Out of Participating
Title I, Part A		☒	☐
Title I, Part D, Subpart 2		☐	☒
Title II, Part A		☒	☐
Title III, Part A		☐	☒
Title III, Part A, Immigrant Set-Aside		☐	☒
Title IV, Part A		☒	☐
Title V, Part B, Subpart 2		☐	☒

Please note the following:

1. If an LEA does not receive a preliminary allocation amount for a specific program, that LEA does not need to select if they elect to opt-in or out of participating.
2. If an LEA opts out of participating in Title I, Part A or does not participate in Title I, Part A, that LEA will not be eligible to participate in Title IV, Part A the following year. If your LEA did not participate in Title I, Part A in the 2025-2026 grant year you may not participate in Title IV, Part A for the 2026-2027 grant year.
3. Action: Please indicate if you intend to accept Title V, Part B, Subpart 1 (SRSA) funding from the U.S. Department of Education: ☐ Opt-In ☒ Opt-Out (do not qualify or choosing to opt-in to RLIS)

By opting in to participate in one or more title programs, the LEA agrees to provide all necessary information and documentation requested. If an LEA opts out of participating in a title program, that section shall be skipped.

Title I, Part A

SEC. 1112. [20 U.S.C. 6312] LOCAL EDUCATIONAL AGENCY PLANS.
PLANS REQUIRED.—

SUBGRANTS.—A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that—

is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part; and

as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), [A] the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

CONSOLIDATED APPLICATION.—The plan may be submitted as part of a consolidated application under section 8305.

Program Contact Information

This information will be used to automatically populate the contact fields within the appropriate grant in GMS.

Project Manager:	Sandra Allaire	Phone Number:	603-382-6119
Title:	Assistant Superintendent		
Fax Number:		Email Address:	sandra.allaire@timberlane.net
Fiscal Contact:	Maria Watkins	Phone Number:	603-382-6119
Title:	CFO / Business Administrator		
Fax Number		Email Address:	maria.watkins@timberlane.net
Contact Person (if different):		Phone Number:	
Fax Number:		Email Address:	

Step 1

Please select which school(s) will be operating a Title I, Part A program this year and which type of program will be operated.

1. If a school is not a Title I, Part A eligible school this year, but you would like to continue programming, please ensure the one-time eligibility waiver box is selected and the approved waiver is uploaded below.
2. If a school does not qualify to operate a schoolwide program, but you would like to, please upload your approved schoolwide eligibility waiver.

Example:

NEW!

Step 1

Please select which school(s) will be operating a Title I, Part A program this year and which type of program will be operated.

1. If a school is not a Title I, Part A eligible school this year, but you would like to continue programming, please ensure the one-time eligibility waiver box is selected and the approved waiver is uploaded below.
2. If a school does not qualify to operate a schoolwide program, but you would like to, please upload your approved schoolwide eligibility waiver.

Title I Part A School Participation, Program Selection

Title I Part A School Participation, Program Selection

School Id	School	One-Time Eligibility Waiver	Grade Span	School ADMA	Low Income Student ADMA	Percent Low Income	Eligible (Yes/No or NA)	Participating in Title I	TAS	SWP
20195	Colebrook Academy and Elementary School (E)	☐	P K 1-8	190	82	43.1600%	Yes	☒	☐	☒
20185	Colebrook Academy and Elementary School (H)	☐	9-12	78	30	38.4600%	Yes	☒	☒	☐

Step 2

Upload the following documents (if applicable):

1. [One-Time Eligibility Waiver](#)

Action: Upload Here

2. [Schoolwide Eligibility Waiver](#)

Action: Upload Here

Step 3

Upload your fully executed Title I, Part A School Site Plan Summary. The plan template can be found on the NHED website [here](#).

Please upload a summary for **each** Title I school in the LEA. This summary must be for implementation of the Title I program in the upcoming school year.

Action: Upload Here

Title I, Part D, Subpart 2

SEC. 1423. [20 U.S.C. 6453] LOCAL EDUCATIONAL AGENCY APPLICATIONS.

Each local educational agency desiring assistance under this subpart shall submit an application to the State educational agency that contains such information as the State educational agency may require. Each such application shall include—

a description of the program to be assisted;

a description of formal agreements, regarding the program to be assisted, between—
the local educational agency; and

correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes; as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend; a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth; a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth; as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility; as appropriate, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students; as appropriate, a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities; a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth; a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities; a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

Program Contact Information

This information will be used to automatically populate the contact fields within the appropriate grant in GMS.

Project Manager:		Phone Number:	
Title:			
Fax Number:		Email Address:	
Fiscal Contact:		Phone Number:	
Title:			
Fax Number		Email Address:	
Contact Person (if different):		Phone Number:	
Fax Number:		Email Address:	

Action Required.

To meet this requirement, the LEA must provide the following information.

1. Describe the program to be assisted below.
2. Describe the formal agreement in place regarding the program to be assisted between the LEA and either the correctional facility or alternative school program serving children and youth involved with the juvenile justice system.
3. As appropriate, describe how participating schools will coordinate with the facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating by participating schools?

4. A description of the characteristics of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program.
5. How will the school coordinate existing educational programs to meet the unique educational needs of such children and youth?
6. As appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth.
7. As appropriate, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities.
8. As appropriate, a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

9. A description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.
10. A description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.
11. If applicable, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
12. A description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.
13. As appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

SEC. 2102. [20 U.S.C. 6612] SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES. LOCAL APPLICATIONS.—

IN GENERAL.—To be eligible to receive a subgrant under this section, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

CONTENTS OF APPLICATION.—Each application submitted under paragraph (1) shall include the following:

A description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards.

A description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part.

An assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers).

An assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

CONSULTATION.—In developing the application described in paragraph (2), a local educational agency shall—

meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.

LIMITATION.—Consultation required under paragraph (3) shall not interfere with the timely submission of the application required under this section.

Program Contact Information

This information will be used to automatically populate the contact fields within the appropriate grant in GMS.

Project Manager:	Sandra Allaire	Phone Number:	603-382-6119
Title:	Assistant Superintendent		
Fax Number:		Email Address:	
Fiscal Contact:	Maria Watkins	Phone Number:	603-382-6119
Title:	CFO / Business Administrator		
Fax Number		Email Address:	maria.watkins@timberlane.net
Contact Person (if different):		Phone Number:	
Fax Number:		Email Address:	

Action Required.

To meet this requirement, the LEA must provide the following information.

1. A description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards.

Please see appendix at end of document.
2. A description of the local educational agency’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Please see appendix at end of document.
3. A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

Please see appendix at end of document.

4. A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part.

Please see appendix at end of document.

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SAMPLE

Title III, Part A (and Immigrant Set-Aside)

SEC. 3116. [20 U.S.C. 6826] LOCAL PLANS.

PLAN REQUIRED.—Each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

CONTENTS.—Each plan submitted under subsection (a) shall— describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards; describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in— achieving English proficiency based on the State’s English language proficiency assessment under section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in section 1111(c)(4)(A)(ii); and meeting the challenging State academic standards; describe how the eligible entity will promote parent, family, and community engagement in the education of English learners; contain assurances that— each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application; the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126; the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

TEACHER ENGLISH FLUENCY.—Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.

Program Contact Information

This information will be used to automatically populate the contact fields within the appropriate grant in GMS.

Project Manager:		Phone Number:	
Title:			
Fax Number:		Email Address:	
Fiscal Contact:		Phone Number:	
Title:			
Fax Number		Email Address:	
Contact Person (if different):		Phone Number:	
Fax Number:		Email Address:	

Action Required.

To meet this requirement, the LEA must provide the following information.

1. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.
2. Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in achieving English proficiency based on the State's English language proficiency assessment under section 1111(b)(2)(G), consistent with the State's long-term goals, as described in section 1111(c)(4)(A)(ii); and meeting the challenging State academic standards.
3. Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ACTION: If participating in a Title III, Part A Consortia for 2026-2027, please upload your approved (by NHED) Intent to Form a Consortium. Consortium plans must be approved prior to uploading.

Upload Here.

Template and guidance provided [here](#).

SEC. 4106. [20 U.S.C. 7116] LOCAL EDUCATIONAL AGENCY APPLICATIONS.

ELIGIBILITY.—To be eligible to receive an allocation under section 4105(a), a local educational agency shall—

submit an application, which shall contain, at a minimum, the information described in subsection (e), to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require; and complete a needs assessment in accordance with subsection

(d).

(e) CONTENTS OF LOCAL APPLICATION.—Each application submitted under this section by a local educational agency, or a consortium of such agencies, shall include the following:

DESCRIPTIONS.—A description of the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of— any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart; if applicable, how funds will be used for activities related to supporting well-rounded education under section 4107; if applicable, how funds will be used for activities related to supporting safe and healthy students under section 4108; if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under section 4109; and the program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

ASSURANCES.—Each application shall include assurances that the local educational agency, or consortium of such agencies, will— prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that— are among the schools with the greatest needs, as determined by such local educational agency, or consortium; have the highest percentages or numbers of children counted under section 1124(c); are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i); are implementing targeted support and improvement plans as described in section 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under section 8532; comply with section 8501 (regarding equitable participation by private school children and teachers); use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107; use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108; use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).

SEC. 4106. [20 U.S.C. 7116] LOCAL EDUCATIONAL AGENCY APPLICATIONS.

(c) CONSULTATION.—

IN GENERAL.—A local educational agency, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart.

CONTINUED CONSULTATION.—The local educational agency, or consortium of such agencies, shall engage in continued consultation with the entities described in paragraph (1) in order to improve the local activities in order to meet the purpose of this subpart and to coordinate such implementation with other related strategies, programs, and activities being conducted in the community.

Program Contact Information

This information will be used to automatically populate the contact fields within the appropriate grant in GMS.

Project Manager:	Sandra Allaire	Phone Number:	603-382-6119
Title:	Assistant Superintendent		
Fax Number:		Email Address:	sandra.allaire@timberlane.net
Fiscal Contact:	Maria Watkins	Phone Number:	603-382-6119
Title:	CFO / Business Administrator		
Fax Number		Email Address:	maria.watkins@timberlane.net
Contact Person (if different):		Phone Number:	
Fax Number:		Email Address:	

Action Required.

To meet this requirement, the LEA must provide the following information.

1. A description of the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.
Please see appendix at end of document.

2. If applicable, how funds will be used for activities related to supporting well-rounded education under section 4107.

Please see appendix at end of document.

3. If applicable, how funds will be used for activities related to supporting safe and healthy students under section 4108.

Please see appendix at end of document.

4. If applicable, how funds will be used for activities related to supporting the effective use of technology in schools under section 4109.

Please see appendix at end of document.

5. Describe the program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Please see appendix at end of document.

6. An LEA or consortium of such agencies shall conduct a comprehensive needs assessment of the LEA or agencies proposed to be served under this subpart in order to examine needs to improvement of—
 - A) access to, and opportunities for, a well-rounded education for all students;
 - B) school condition for students learning in order to create a healthy and safe school environment; and
 - C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

An LEA receiving an allocation less than \$30,000 shall not be required to conduct a **comprehensive** needs assessment. Each LEA or consortium required to conduct a comprehensive needs assessment must do so once every three years. Regardless of the preliminary allocation amount, if an LEA accept funds under this grant a needs assessment is required.

ACTION: Please upload your needs assessment here (comprehensive needs assessment for preliminary allocations of \$30,000 or more, any other needs assessment that decisions were based off of for those receiving less than \$30,000.)

Title V, Part B, Subpart 2

SEC. 5225. [20 U.S.C. 7351d] CHOICE OF PARTICIPATION.

1. IN GENERAL.—If a local educational agency is eligible for funding under both this subpart and subpart 1, such local educational agency may receive funds under either this subpart or subpart 1 for a fiscal year, but may not receive funds under both subparts for such fiscal year.
2. NOTIFICATION.—A local educational agency eligible for funding under both this subpart and subpart 1 shall notify the Secretary and the State educational agency under which of such subparts the local educational agency intends to receive funds for a fiscal year by a date that is established by the Secretary for the notification.

At this time, NHED does not require any specific information related to the application of Title V, Part B, Subpart 2. An LEA must elect to participate with the U.S. Department of Education for either Title V, Part B, Subpart 1 or Subpart 2. NHED shall act as the pass-through entity for Subpart 2 (RLIS).

Program Contact Information

This information will be used to automatically populate the contact fields within the appropriate grant in GMS.

Project Manager:		Phone Number:	
Title:			
Fax Number:		Email Address:	
Fiscal Contact:		Phone Number:	
Title:			
Fax Number		Email Address:	
Contact Person (if different):		Phone Number:	
Fax Number:		Email Address:	

Transferability

Currently, NHED does not require an LEA to provide a notice of transfer between eligible Title Programs prior to receiving a subaward. LEAs are required, however, to meet the requirements of transferability as established in this technical assistance document found [here](#).

Keep in mind that transferability should be proactive based on the needs of the LEA and not reactive. To make a transfer an LEA must:

- 1. Review of the District needs assessment.** While the LEA has the authority to transfer funding, it doesn't mean that they should. Decisions regarding the transfer of funding should be made in conjunction with needs outlined in the needs assessment. Keeping in line with the needs and goals outlined in this assessment is the best way to determine whether transferring funds is the correct course of action.
- 2. Consult with the appropriate stakeholders.** All federal programs require meaningful consultation with stakeholders, which should include (but is not limited to), families, community members and educators that represent all faculty and staff.
- 3. Consult with participating private schools.** The equitable share provided to participating private schools is impacted when the Districts transfer funds. The District needs assessment must be shared with the private schools during meaningful and timely consultation regarding the services for which they will and will not be eligible due to a transfer of funds. Due to this requirement, any transfer of funds should be done timely (beginning of a grant) to minimize the impact of equitable share calculations throughout the grant period.

An LEA that has already met the above requirements and intends to notify NHED via GMS of a transfer can state below their intention to transfer by indicating the amount to transfer from one qualifying grant to another. **This does not meet the requirements of a transfer notice, which must happen via GMS.**

Title Program	Transfer Out	Title Program	Transfer In
<i>Example: Title IV, Part A</i>	(\$10,000.00)	Title II, Part A	\$10,000.00

Budget Summary

NHED requires a budget summary be uploaded in support of the descriptions provided as part of this consolidated application. A general category with budget must be provided to demonstrate that the LEA is being proactive in their consultation and prospective use of federal funds. The LEAs budget should include the equitable share amount for nonprofit nonpublic schools and indirect costs. Specific grant activities will be outlined in GMS and subsequently either receive approval or denial.

The budget summary provided is preliminary information. Specific activities will still be written in GMS and may be updated throughout the performance period.

Annually, in January, a budget amendment period will be offered for budget changes. Please refer to the Amendment Request Form tab in the budget summary template for additional information.

The budget summary provided within the application **and** amendment (if applicable) must align with narratives provided in the specific Title Program sections of this application, be a result of stakeholder feedback and student needs, and align to future activities written in GMS.

There are no changes to the GMS process.

Action Required.

Please upload your [budget summary](#) here.
Template provided [here](#).

Equitable Services

Sections 1117(b) and 8501(c) of ESSA require that timely and meaningful consultation occur between the LEA and private-school official(s) prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. Consultation must continue throughout the implementation and assessment of activities in programs subject to equitable participation requirements.

The goal of consultation is agreement between the LEA and the nonpublic school officials on how to provide equitable and effective programs for eligible students, teachers, families, and/or other educational personnel. Each LEA must maintain records via written affirmation that meaningful consultation has occurred. There shall also be an option for the nonpublic school official to indicate that consultation has not occurred or that the services proposed are not equitable.

Action Required.

Please upload the 2026-2027 ESEA Title Programs Equitable Services Affirmation document here. Download the [PDF](#) form here.

If there are no eligible non-public schools within or outside of your LEAs boundaries, you must still upload the affirmation and certify to that.

The following tools are available to aid you in calculating equitable shares:

[USED Title I, Part A Equitable Services Non-Regulatory Guidance](#)

[NHED Title I, Part A Equitable Services Proportional Share Guidance](#)

[NHED Title I, Part A Equitable Services Calculator \(Downloadable Excel Workbook\)](#)

[USED Title VIII, Part F Equitable Services Non-Regulatory Guidance](#)

[NHED Title VIII, Part F Equitable Services Proportional Share Guidance](#)

[NHED Title VIII, Part F Equitable Services Calculator \(Downloadable Excel Workbook\)](#)

Program Assurances

LEAs must upload a signed copy of these Program Assurances to the LEA homepage within GMS prior to receiving formula funds for grants awarded under the ESEA, as amended by the ESSA, Individuals with Disabilities Education Act (IDEA) and Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act. By signing these Assurances, the LEA assures that it will accept and administer these formula funds in accordance with all applicable Federal and State statutes and regulations. As the Superintendent/Charter School Administrator you must carefully review and sign each funding source that you will be accepting for the 2026-2027 SY. There is a signature field for Title III certification and one signature block at the end of the document that must be signed.

Program Assurances must be executed by either the Superintendent or Charter School Administrator in order to be considered fully executed.

The ESEA Consolidated Application will not be approved unless there is an approved Program Assurance document in GMS for the 2026-2027 SY.

Program Assurances must be uploaded for each district applying for federal funds.

This year's Program Assurances can be found [here](#).

General Assurances

LEAs must upload a signed copy of these General Assurances to the **LEA homepage within GMS** for review and approval prior to receiving formula funds for grants awarded under the ESEA, as amended by the ESSA, IDEA and Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act. The Superintendent, or other Qualifying Administrator, if the LEA does not have a Superintendent, (see RSA 194-C:5, II) must consult with the School Board for the LEA by informing said School Board of the LEAs participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs.

As the Superintendent/Charter School Administrator you must carefully review and execute the document to be considered eligible for funds for the 2026-2027 SY. By signing these Assurances, the LEA assures that it will accept and administer these funds in accordance with all applicable Federal and State statutes and regulations.

The ESEA Consolidated Application will not be approved unless there is an approved General Assurance document in GMS for the 2026-2027 SY.

General Assurances must be uploaded for each district applying for federal funds.

This year's General Assurances can be found [here](#).

Certification

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

		Click or tap to enter a date.
Printed Name and Title	Signature	Date

SAMPLE

Appendix:

Title II, Part A

1. A description of activities to be carried out under this section and how these activities will be aligned with challenging state academic standards.

The Timberlane Regional School District will conduct the following activities under this section:

1. New Teacher Mentoring and Induction:

The district has designed a comprehensive Mentoring with Induction Program for new staff. All new teachers in the Timberlane Regional School District are assigned a mentor through our Mentoring with Induction Program. This comprehensive program provides differentiated levels of support for all educators in years 1-3 in the district. Mentors receive training as mentors and coaches, have regular meetings with their mentees, conduct observations, and arrange for new teachers to observe master teachers throughout the district.

The Timberlane Mentoring and Induction program also includes a 2-day New Teacher Induction Program for all new staff prior to the start of the school year. During these two days, new teachers are introduced to building and district-level work in the areas of curriculum, instruction, and assessment. This work is directly tied to challenging State standards and competencies, which are embedded in all of our curriculum units across all content areas and grade levels. New staff also receive introductory training in software platforms, have opportunities to collaborate with administration and mentors, and have time to get to know the members of their new teacher cohort.

2. Professional Development in Literacy

The district has identified a need to support the development and alignment of literacy pedagogy and instructional practice across all levels, including reading and writing instruction. This work will be directly tied to the implementation of our pre-K-12 curriculum, which embeds English Language Arts (ELA) competencies that are connected to the NH College and Career Readiness Standards for ELA.

3. Professional Development in Math

The district has identified a need to support the development and alignment of math pedagogy and instructional practice across all levels. This work will be directly tied to the implementation of our pre-K-12 curriculum, which embeds math competencies that are connected to the NH College and Career Readiness Standards for mathematics.

4. Professional Development in Science

The district has identified a need to support the development and alignment of science pedagogy and instructional practice across all levels. This work will be directly tied to the implementation of our pre-K-12 curriculum, which embeds science competencies that are connected to the Next Generation Science Standards.

5. Training in Multi-Tiered Systems of Support (MTSS) and Behavior (MTSS-B) and the use of data to inform instructional decision-making

The district is in the process of developing a comprehensive district-wide structure for MTSS. This process is tied to the implementation of the Branching Minds data platform to enhance educator access to student data and inform decisions about the individual needs of students. Additionally, the district is

looking to provide ongoing professional development in the area of student behavior management, Social Emotional Learning (SEL), and restorative practices. The district also plans to continue training for all staff on Universal Design for Learning and positive classroom management techniques at all levels as we continue our work in MTSS.

2. A description of the local agencies systems of professional growth and improvement such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

The Timberlane District has established a comprehensive Mentoring and Induction program for new teachers. All newly hired staff are invited to participate in a two-day New Teacher Induction Program. This program introduces new employees to the district's philosophy, educational programs, evaluation policies, and support expectations.

Professional staff in their first one to three years of service in the Timberlane District are enrolled in the Mentoring Program, which is tailored to address the diverse needs of educators based on factors such as their previous experience. The TRSD Mentoring Program provides differentiated levels of support and can be extended from the standard three years to up to five years upon request. Participation in the mentoring program is a condition of employment for all new educators.

During the 2026-2027 academic year, principals and other leaders will engage in monthly job embedded leadership professional development sessions. These sessions are designed to enhance their abilities as instructional leaders, enabling them to build the instructional capacity of their staff and improve student learning outcomes.

The Timberlane District is committed to offering professional development opportunities that are job-embedded and aligned with the district's mission and goals. These opportunities are designed to empower staff with voice and choice in their professional learning.

3. A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

There are currently no schools within the Timberlane District that have been identified as schools in need of targeted or comprehensive improvement. If schools within the LEA are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), a comprehensive, data-driven analysis will be conducted before any action is taken. This analysis will examine the specific factors leading to the CSI or TSI designation, utilizing the LEA's data protocol to assess academic performance across various student subgroups. By thoroughly reviewing and analyzing this data, schools can identify trends and pinpoint areas of weakness. These insights will form the basis of a targeted improvement plan, complete with SMART goals aimed at enhancing learning outcomes.

The implementation of the improvement plan will be closely monitored through quarterly instructional rounds, providing opportunities for staff reflection and collaborative planning. Additionally, the plan will include tailored professional development initiatives to boost teacher efficacy.

In the Timberlane District, schools previously labeled as Additional Targeted Support (ATS) have benefited from specialized professional learning opportunities provided by Demonstrated Success, along with instructional coaching support from TeachUnited. The district aims to continue leveraging similar opportunities in the future.

The district will prioritize funding to support students with the highest levels of need, using a data-based rank-order system to identify those requiring additional assistance.

A tri-annual universal screening tool, i-Ready, will be administered each year in September, January, and May/June to students across grades K-9. This tool will identify students performing at or above grade level, one grade level below, or two or more grade levels below in Reading and Mathematics. Additional measures to identify educationally deprived students, as specified on the yearly grade-specific updated Weighted Criteria sheets, may include assessments of phonemic awareness, phonics, reading, and common grade-level assessments in mathematics.

The Weighted Criteria sheets allocate points based on cut scores from these assessments, with total scores ranked to determine students' levels of need. This information will be used to identify both student and school-wide needs, guiding funding allocations accordingly.

4. A description of how the local agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part.

The (LEA) will employ a data-driven approach and continuous consultation to refine and enhance the activities supported under Title II-A.

Data Collection and Analysis:

-Teacher Mentoring and Induction: We will gather data on new teacher performance, retention rates, and feedback from both mentors and mentees. Surveys and evaluation forms will be used to assess the effectiveness of the mentoring program.

-Professional Learning in Literacy, Mathematics, and Science Instruction:

Student performance data, specifically in reading, mathematics, and science will be analyzed to gauge the impact of professional development activities on teaching practices and student outcomes. Teacher feedback and classroom observation data will also be collected to inform the effectiveness of these professional learning initiatives.

-Professional Learning / MTSS Implementation:

Data on student academic performance, behavior, and attendance will be continuously monitored through the District's Early Warning System in the Branching Minds Data Platform. The use of screening tools like i-Ready, along with progress monitoring data, will provide insights into the effectiveness of MTSS strategies and interventions.

-Ongoing Consultation:

- Stakeholder Engagement:

Regular consultation with teachers, administrators, parents, and community members will be conducted through surveys, focus groups, and meetings. This feedback will inform adjustments to the programs.

- -Professional Learning Communities (PLCs):
Teachers will participate in PLCs where they can share insights and discuss data related to the mentoring program, math instruction, and MTSS. This collaborative approach will facilitate continuous improvement.
- -Professional Learning Committee:
The district Professional Learning Committee, consisting of district leaders, teachers, para educators, and representatives from the broader educational community will ensure diverse perspectives are considered in program updates.

Continuous Improvement Cycle:

- Review and Reflect:
Data collected from various sources will be regularly reviewed by MTSS district leadership and instructional teams. Reflection sessions will be held to discuss findings and identify areas for improvement.
- Plan and Implement:
Based on the data analysis and consultation feedback, the LEA will implement new strategies or adjustments to existing activities. For example, if data shows that new teachers need more support in classroom management, additional training sessions will be incorporated into the mentoring program.
- Monitor and Evaluate:
The impact of these updates will be closely monitored through ongoing data collection and analysis. Evaluation reports will be prepared to document progress and inform future planning.

By systematically using data and ongoing consultation, the LEA will ensure that the activities supported under Title II-A are responsive to the needs of teachers and students, leading to continuous improvement in teacher effectiveness and student outcomes.

Title IV, Part A

- 1. A description of the activities and programs that the local agency, or consortium of such agencies, will carry out under this subpart, including a description of any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.**

The district plans to carry out the following activities under this subpart:

- Opportunities for students to participate in after school STEM and coding clubs at the elementary level. These clubs will expand student access to enriching educational experiences beyond the core instructional program, particularly in areas such as STEM, computer science, engineering, and other subjects that prepare students for college, careers, and civic life.
- A MTSS-B, Social-Emotional Learning (SEL), and Family Partnership Initiative to strengthen students' social-emotional well-being and create safe, supportive learning environments that promote academic success. The initiative will establish a systematic process for identifying students' social-emotional strengths and needs through universal screening, providing timely interventions through the district's Multi-Tiered System of Supports (MTSS), and building family capacity to reinforce positive social-emotional skills and self-regulation strategies at home.

The district does not currently intend to enter into any partnerships with institutions of higher education, business, non-profit organizations, community-based organizations, or other public or private entities to implement these activities.

2. If applicable, how will funds be used for activities related to supporting well-rounded education under section 4107?

The district plans to provide opportunities for students to participate in after school STEM and coding clubs at the elementary level. These clubs will expand student access to enriching educational experiences beyond the core instructional program, particularly in areas such as STEM, computer science, engineering, and other subjects that prepare students for college, careers, and civic life. The clubs will provide students with opportunities to:

- Explore STEM concepts in greater depth.
- Develop computational thinking and coding skills.
- Engage in inquiry-based, hands-on learning.
- Build collaboration, creativity, and problem-solving skills.
- Increase engagement in mathematics and science through authentic applications.

3. If applicable, how will funds be used for activities related to supporting safe and healthy students under section 4108?

District data and staff observations indicate increasing social-emotional and behavioral needs among students. The district seeks to strengthen its MTSS-B framework by implementing a systematic process for early identification, intervention, and family engagement to support student well-being and readiness to learn.

The district seeks to:

- Implement universal SEL screening.
- Train educators to interpret SEL screening data and implement evidence-based interventions.
- Conduct MTSS-B team meetings to review data and monitor student progress.
- Provide parent and student workshops on mental health, self-regulation, trauma-informed practices, and positive behavior supports.

4. If applicable, how will funds be used for activities related to supporting the effective use of technology in schools under section 4109?

The district seeks to launch after-school STEM / coding clubs designed to introduce elementary students to the fundamentals of coding and computational thinking. The club will provide a fun and interactive environment where students can learn coding languages, create projects, and develop problem-solving skills. The funds for this activity, relative to this category, will primarily be used to purchase software licenses and devices for participating schools.

The district also seeks to use funds to implement a universal SEL screening tool that will be connected to the district's use of the Branching Minds Data platform.

- 5. Describe the program objectives and intended outcomes for activities under this subpart, and how the local agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.**

MTSS-B, Social-Emotional Learning (SEL), and Family Partnership Initiative

Program Objectives:

- Implement a districtwide, evidence-based universal SEL screening process to identify students' social-emotional strengths and areas requiring additional support.
- Strengthen district MTSS-B processes by using screening data to inform data-based decision making, intervention planning, and ongoing progress monitoring.
- Increase educator knowledge and confidence in interpreting SEL screening data and implementing evidence-based social-emotional and behavioral supports within the classroom.
- Expand opportunities for families to learn practical strategies related to social-emotional learning, self-regulation, trauma-informed practices, mental health awareness, and positive behavior supports through parent and caregiver workshops.
- Equip students with age-appropriate skills that strengthen self-awareness, self-management, responsible decision-making, relationship skills, and positive behavior.

Intended Outcomes:

- Earlier identification of students requiring additional social-emotional supports,
- Increased implementation of targeted interventions through the district's MTSS framework,
- Improved student social-emotional competencies,
- Stronger family-school partnerships, and
- A positive school climate that supports learning for all students.

Over time, the district expects these efforts to contribute to improved student engagement, increased attendance, reductions in behavioral incidents and office discipline referrals, and greater student readiness to participate successfully in academic instruction.

Periodic Evaluation:

The district will periodically evaluate the effectiveness of the initiative using multiple implementation and outcome measures. Implementation data will include the percentage of students participating in universal SEL screening, the number of educators trained in SEL Screener administration and data analysis, the number of MTSS-B team meetings utilizing SEL screening data, participation in parent education sessions, and the number of student learning opportunities focused on social-emotional skill development.

STEM/Coding Clubs:

Program Objectives:

The primary objectives of the program are to:

- Increase student access to high-quality STEM and computer science enrichment opportunities outside the regular instructional day.
- Strengthen student interest, engagement, and confidence in mathematics, science, engineering, and computer science through hands-on, project-based learning experiences.

- Develop students' computational thinking, creativity, collaboration, communication, and problem-solving skills through authentic STEM challenges and coding experiences.

Intended Outcomes:

The after-school coding clubs at four elementary schools aim to increase students' coding proficiency, enhance problem-solving skills, and foster a greater interest in STEM subjects. By participating in these clubs, students will develop foundational coding skills, demonstrate improved critical thinking abilities, and complete coding projects independently. Additionally, the clubs will encourage collaboration and teamwork among students, building a supportive learning environment.

Periodic Evaluation:

The district will periodically evaluate the effectiveness of the initiative through a combination of implementation and outcome measures. Implementation measures will include the number of STEM, robotics, and coding clubs offered; student participation and attendance rates; demographic participation data to monitor equitable access; the number of project-based learning experiences completed; and participation in STEM competitions, showcases, or community engagement events.

Program outcomes will be evaluated through student surveys measuring interest, confidence, and engagement in STEM disciplines before and after participation in the clubs. Where appropriate, teachers and club advisors will collect evidence of student growth in collaboration, problem-solving, computational thinking, and engineering design through project rubrics, student reflections, and performance-based demonstrations of learning.