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:

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. An 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.

Application Contact Information: Sarah Marandos

Program Allocations:

Title Program	2026-2027 Preliminary Allocation Amount	Opt-In to Participate	Opt-Out of Participating
Title I, Part A	$127,834.33	◉	○
Title I, Part D, Subpart 2	Pending	○	◉
Title II, Part A	$55,049.82	◉	○
Title III, Part A	Pending	○	◉
Title III Immigrant Set-Aside	Pending	○	○
Title IV, Part A	$16,353.77	◉	○
Title V, Part B, Subpart 2	Pending	○	◉

Title I Part A

District Average: 9.1700% ● **Eligible** ● **May Be Eligible** ● **Not Eligible**

	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 Select All	TAS Select All	SWP Select All
●	27970	Pelham Elementary School	☐	P-5	707	66	9.3400%	Yes	☑	☑	☐

Title I Part A Site Summary

Title II Part A

Title IV Part A

Needs Assessment Summary

Transferability:

1. **Review of the District needs assessment**.

2. **Consult with the appropriate stakeholders**. Survey stakeholders June 2026

3. **Consult with participating private schools**. n/a

Title Program	Transfer Out	Title Program	Transfer In
Title 4	10000.0	Title II	10000.0

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.

Equitable Services:

- Crossroads Christian Academy: Title eligibility- not participating
- Presentation of Mary-Title eligibility- no students eligible

Program Assurances

General Assurances

Certification

Feedback or email Sarah Marandos, smarandos@pelhamsd.org, 603-635-1145 x 5002

ESEA Title Program Needs Assessment Results Summary-Pelham

This handout summarizes the district's Comprehensive Needs Assessment findings. By analyzing student performance, educator equity, and school culture data, stakeholders have identified core priorities to allocate ESEA federal funds efficiently through an integrated, cross-program approach.

1. Student Academic Achievement & Growth

- **Identified Gaps:** Deficits in K–2 literacy foundational skills, writing deficits across all grade levels, and performance gaps in middle school mathematics There is an urgent demand to improve Tier 1 instruction and support systems for students with disabilities.
- **Funding Streams:** Combination of Programs (Title I-A & Title II-A)
- **Stakeholder Rationale:** District proficiency metrics trail state averages, which stakeholders flagged as a critical barrier to equity. Addressing this requires immediate professional development (PD) focused on the Science of Reading, math instruction, multi-tiered writing strategies, and subgroup growth tracking.
- **Secondary Focus:** Credit recovery and graduation stabilization are prioritized to foster a stronger sense of student belonging and boost post-secondary transitions.

2. Access to High-Quality Instruction & Educators

- **Identified Gaps:** Teacher certification support in high-need areas (Mathematics, Reading, Special Education, and SEL) alongside targeted instructional strategies and data literacy training.
- **Funding Streams:** Combination of Programs (Primarily Title II-A)
- **Stakeholder Rationale:** The district currently has 13 educators working on site-based plans or one-year certificates. High demand for job-embedded literacy and math professional learning necessitates robust funding to move staff toward full certification. The new observation model, and supporting leadership professional learning to implement it is critical.

3. School Culture & Supports for At-Risk Populations

- **Identified Gaps:** The need for a standardized, district-wide Multi-Tiered System of Supports (MTSS) for behavior, chronic absenteeism reduction, and expanded family literacy outreach.
- **Funding Streams:** Combination of Programs (Title I-A, Title IV-A)
- **Stakeholder Rationale:** Faculty and staff explicitly requested deeper systemic support in classroom behavior management, trauma-informed practices, and

special education frameworks to stabilize school climates. Enhanced family outreach is prioritized to build stronger home-school communication channels.

4. Digital Literacy & Well-Rounded Technology Use

- **Identified Gaps:** Focused teacher training on instructional strategies that are intentionally enhanced by classroom technology, alongside academic integrity guidelines regarding student AI usage.
- **Funding Streams:** Title II-A
- **Stakeholder Rationale:** While physical infrastructure is strong, faculty feedback emphasized a critical need for protected Professional Learning Community (PLC) collaboration time, cybersecurity updates, and clear frameworks for navigating AI in curriculum design.

5. Family & Community Engagement

- **Identified Gaps:** Overhauling home-school communication platforms and establishing interactive, resource-based family math and literacy nights.
- **Funding Streams:** Title I-A
- **Stakeholder Rationale:** Direct feedback from family engagement surveys highlighted a communication gap between families and schools, driving the need for take-home resources that support learning outside the classroom.