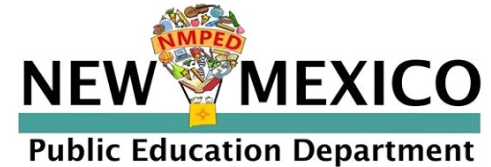


ARP Grant Application

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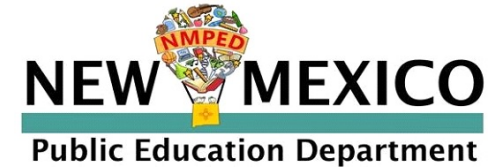
Contact Information		Budget Table	
District	ESTANCIA	ARP ESSER Award 2/3 rd Allocation	871007.64
District Code	080	ARP ESSER Award 2/3 rd Debit	871007.64
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	marla.lovato@emsdbears.us	ARP ESSER Award 1/3 rd Allocation	435503.82
Phone Contact	5053842006	ARP ESSER Award 1/3 rd Debit	435503.82
Application Status	Return to District	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	Provide after-school tutoring for students most at risk from ALL subgroups, along with transportation to get home. Along with providing counseling services as needed, Provide teaching resources and just-in-time training on G.L.A.D (Guided Language Acquisition Design) strategies Provide Boys and Girls Circle, a social - emotional time where	174,201.53	Provide after-school tutoring for students most at risk from ALL subgroups, along with transportation to get home. Along with providing counseling services as needed, Provide teaching resources and just-in-time training on G.L.A.D (Guided Language Acquisition Design) strategies	87,100.76

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students are separated to discuss gender related issues and/or concerns.

Funds would also be used to increase staff and cover additional labor costs associated with meal serving the students during the pandemic.
<https://kappanonline.org/social-emotional-learning-outcome-research-mahoney-durlak-weissberg/>

<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/social-and-emotional-learning-sel/>

<https://www.cfchildren.org/what-is-social-emotional-learning/>

https://www.researchgate.net/profile/Eva-Oberle/publication/320546400_Social_and_Emotional_Learning_Recent_Research_and_Practical_Strategies_for_Promoting_Children%27s_Social_and_Emotional_Comp

Provide Boys and Girls Circle, a social - emotional time where students are separated to discuss gender related issues and/or concerns.

<https://casel.s3.us-east-2.amazonaws.com/SEL-Policy-Brief-on-ARP.pdf>

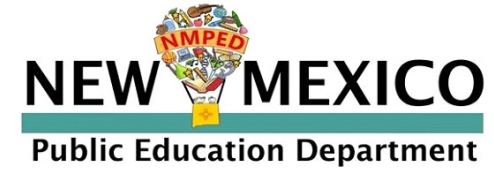
<https://edtrust.org/wp-content/uploads/2014/09/The-Importance-of-Strong-Relationships-as-a-Strategy-to-Solve-Unfinished-Learning-March-2021.pdf>

<https://casel.s3.us-east-2.amazonaws.com/Practical-Benefits-of-SEL-Program.pdf>

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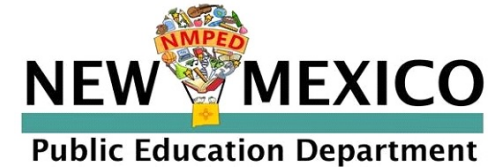


	etence_in_Schools/links/59ee2a3a4585154350e80661/Social-and-Emotional-Learning-Recent-Research-and-Practical-Strategies-for-Promoting-Childrens-Social-and-Emotional-Competence-in-Schools.pdf https://www.ncsl.org/research/education/social-emotional-learning.aspx			
Activities to address the Social Emotional Needs of all students	Yes	45,000.00	Yes	20,100.76
Activities to address the Academic Needs of all students	Yes	35,000.00	Yes	25,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	15,000.00	Yes	5,000.00
Students from low-income families	Yes	15,000.00	Yes	10,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	15,000.00	Yes	10,000.00
English learners	Yes	15,000.00	Yes	5,000.00

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Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	15,000.00	Yes	5,000.00
Migratory students	Yes	8,201.53	Yes	3,000.00
Students experiencing homelessness	Yes	6,000.00	Yes	2,500.00
Children and youth in foster care	Yes	5,000.00	Yes	1,500.00
Sub Totals		174,201.53		87,100.76

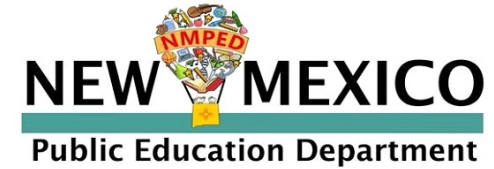
Additional Reserve Funds (Optional)

	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).				
Activities to address the Social Emotional Needs of all students	No	0.00	No	0.00
Activities to address the Academic Needs of all students	No	0.00	No	0.00

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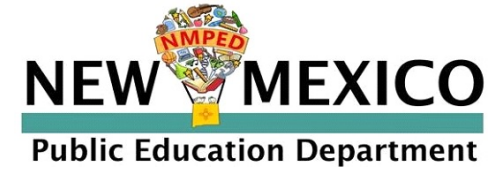


Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		0.00		0.00

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Activities to Address Needs

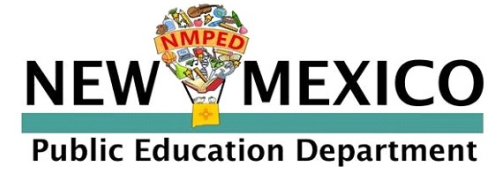
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
Elementary and Secondary Education Act (ESEA)				

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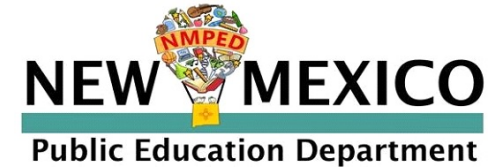


Individuals with Disabilities Education Act (IDEA)		0.00	After-school tutoring will be available to students via the internet and through in-person sessions as needed. This will include extended school day sessions one day per month for 7-12 grade students in need of Tier 3 instruction, who also require transportation. (I would lower the \$25,800 initially estimated as we haven't even started so it won't be 172 days. I would say they won't begin until after first quarter when everyone has their feet on the ground. Probably only 4 teachers, but include the two drivers for one day per month beginning in October)	25,800.00
Adult Education and Family Literacy Act (AEFLA)	None	0.00	None	0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	None	0.00	None	0.00
		0.00		25,800.00

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Response Efforts - COVID 19

Allowable Activities for Remaining Funds. Consistent with PED's priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students' remote learning needs and teachers' remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below "purchasing instructional technology," please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.

ARP ESSER 2/3

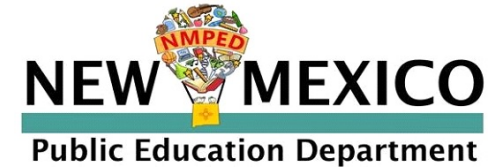
ARP ESSER 1/3

	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00

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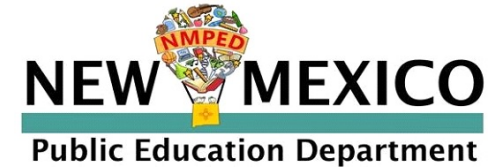


Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Funds will be utilized to replace portable evaporative and air conditioning units in school buildings without HVAC. New units will maximize MERV filtration, promote air circulation, and lower temperatures in excessively hot classrooms her in SE New Mexico. All of these solutions will also benefit student learning during hot months (April/May and August/September) while also allowing the district to offer extended learning time afterschool and during the summer.	378,806.11		0.00
Improving indoor air quality	Funds will be utilized to replace portable evaporative and air conditioning units in school buildings without HVAC. New units will maximize MERV filtration, promote air circulation, and lower temperatures in excessively hot classrooms her in SE New Mexico. All of these solutions will also benefit student learning during hot months (April/May and August/September) while also allowing the district to offer extended learning time afterschool and during the summer.	318,000.00	Funds will be utilized to replace portable evaporative and air conditioning units in school buildings without HVAC. New units will maximize MERV filtration, promote air circulation, and lower temperatures in excessively hot classrooms her in SE New Mexico. All of these solutions will also benefit student learning during hot months (April/May and August/September) while also allowing the district to offer extended learning time afterschool and during the summer.	153,621.14

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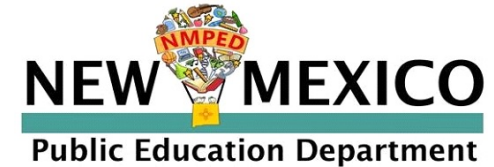


Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00	77% of EMSD students qualify for free school meals based upon direct certification (these families participate in other Federal programs such as TANF, SNAP, etc.). For this reason, in consideration of the high degree of poverty in our community, funds will be utilized to purchase school supplies for all students, as well as provide them with a new backpack. With a focus on Early Childhood, knowing that students in our under-privileged, rural community lack access to environments and opportunities that help them to be ready for school, the district has added a pre-k teacher and kindergarten teacher to lower class size and address the immediate learning needs of these beginning students. Getting students off to the right start with the personalized attention found in a class with a lower pupil:teacher ratio will lead to future success in school. (Approximately \$30,000 for supplies and backpacks? The rest for salaries)	26,200.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00

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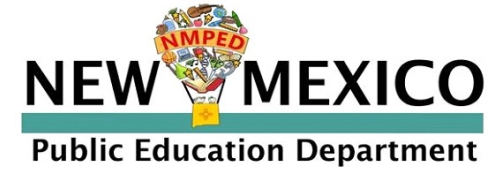


Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00	Each student in the EMSD are provided a personal laptop. ESSR/ARP will be used to supplement district funds in purchasing each student with a 1:1 device. PWe will be providing meal deliveries during remote learning.	20,000.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)		0.00	Each student in the EMSD are provided a personal laptop. ESSR/ARP funds will be utilized to provide for Wi-Fi / internet connectivity at home for students via a T-Mobile hotspot. This will allow students to complete homework via their Google Classroom during quarantines, and to receive instruction from their teachers in the event of distance learning.	15,000.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors		0.00	The Estancia Municipal School District serves a community with a high degree of poverty; over 86% of students qualify for free lunch through direct certification as their families are on other government subsidy programs. For this reason, we know our students may come to school with hunger/nutritional needs, social emotional needs, and safety concerns, as well as learning needs. We focus on	35,000.00

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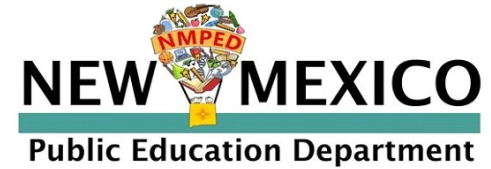


the whole child, beginning the day with reliable transportation, serving a warm free breakfast, and immediately engaging the student through a warm, caring relationship. Staff have been trained on and implement trauma-informed strategies throughout the day. There is a need for general education social workers to offer a continuum of services from teaching self-advocacy, decision-making, problem solving, and other social emotional skills, to leading class activities, to working with small groups of students on a needs basis, to providing 1:1 therapy and counseling. We celebrate student success through incentive programs recognizing good attendance, no missing assignments, and student improvement. Funds will be utilized to help pay for two social workers/mental health counselors (one at the elementary level and one at the secondary level).

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Planning and implementing activities related to summer learning and supplemental after-school programs		0.00	Funds will be utilized to pay for staff to teach summer school, providing high intensity tutoring to students whose data suggests targeted learning needs. This will be provided through small group instruction with students grouped according to learning needs in core areas in grades 1 - 12.	29,870.00
Addressing learning loss		0.00	After-school tutoring will be available to students via the internet and through in-person sessions as needed. This will include extended school day sessions one day per month for 7-12 grade students in need of Tier 3 instruction, who also require transportation.	15,600.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff		0.00		0.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
Sub Totals		696,806.11		295,291.14

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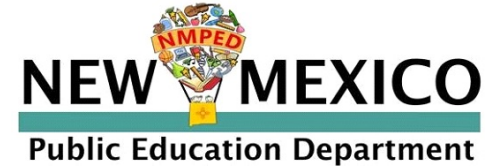


Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	
Students	7/12/2021	7/28/2021	9/29/2021	
Families	7/12/2021	7/28/2021	9/29/2021	
School and district administrators (including Special Education administrators)	7/12/2021	7/28/2021	9/29/2021	
Teachers	7/12/2021	7/28/2021	9/29/2021	
Principals	7/12/2021	7/28/2021	9/29/2021	
School leaders	7/12/2021	7/28/2021	9/29/2021	
Other educators	7/12/2021	7/28/2021	9/29/2021	
School support personnel	7/12/2021	7/28/2021	9/29/2021	
Unions				
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)	7/12/2021	7/28/2021	9/29/2021	
Superintendents	7/12/2021	7/28/2021	9/29/2021	
Charter school leaders (if applicable)				
Stakeholders representing the interests of:				
Children with disabilities	7/12/2021	7/28/2021	9/29/2021	
English learners	7/12/2021	7/28/2021	9/29/2021	
Children experiencing homelessness	7/12/2021	7/28/2021	9/29/2021	
Children in foster care	7/12/2021	7/28/2021	9/29/2021	
Migratory students	7/12/2021	7/28/2021	9/29/2021	
Children who are incarcerated	7/12/2021	7/28/2021	9/29/2021	

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Other underserved students	7/12/2021	7/28/2021	9/29/2021
<p>Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.</p> <p>*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.</p>			

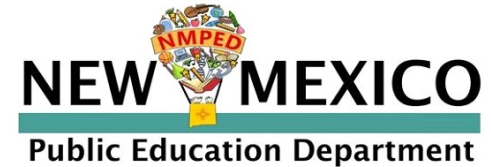
Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	435,503.82	7.1	1.071	23,517.00	27,311.92	411,986.82	384,674.90
ARP ESSER 2/3 rd Indirect Cost Rate	No	871,007.64	7.1	1.071	0.00	0.00	0.00	0.00

Required Information - GEPA	
Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.	Required Narrative All materials are available in Spanish to address barriers based on language. District policy prohibits discrimination

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For examples of applicable, relevant, acceptable responses, please see:

<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

GEPA Rubric

A satisfactory answer

- Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access

May require revision

- May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

of any kind, and procedures are in place to ensure equal access to ALL educational programs by gender, race, color, national origin, disability, and age. Not only is diversity embraced in the Estancia Municipal School District, it is celebrated through art, performance, athletics, and student demonstrations of learning in class every day. Based upon the high degree of poverty in the district, free meals are provided daily (including delivered during instances of distance learning); transportation is provided to and from school and home from after-school tutoring; materials and supplies are provided to all children free of charge to ensure equal access to and readiness for learning. As well, because EMSD educates the whole child, mental health counselors provide a continuum of services to general education and special education students to ensure social emotional needs are met and do not inhibit learning. Rigorous, engaging, standards-

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based instruction is provided to all general education and special education students, planned with collaboration between and among staff members to ensure a well-articulated program is developed and implemented. Parents and guardians, including foster parents and multi-generational family members, receive weekly written and verbal communication through technology, phone, and written notices. This has resulted in tight home-school relationships and partnerships.

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The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS. — (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education	True
The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021	True
Please provide the link to the LEA's re-entry plan on the LEA's website	https://www.estancia.k12.nm.us/site/default.aspx?PageType=3&ModuleInstanceId=1628&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=4423&PageID=1 , August 2020 Re-Entry Plan
The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021	True
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)	True

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