

ARP Grant Application

2021-2022

ESPANOLA PUBLIC SCHOOLS



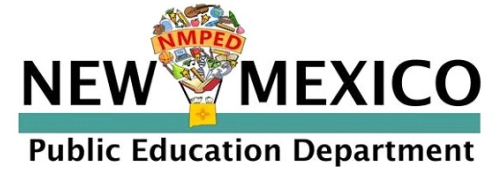
Contact Information		Budget Table	
District	ESPANOLA	ARP ESSER Award 2/3 rd Allocation	8149326.78
District Code	055	ARP ESSER Award 2/3 rd Debit	8149326.78
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	holly.martinez@k12espanola.org	ARP ESSER Award 1/3 rd Allocation	4074663.39
Phone Contact	5059012791	ARP ESSER Award 1/3 rd Debit	4074663.39
Application Status	Substantially Approvable	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).	The district is working on various strategies to address learning loss through the implementation of evidence based interventions to increase student achievement of all students. EPS District staff are focusing on accelerating learning through lesson planning, interventions and professional development. Instructional leaders will work	1,629,865.36		814,932.68

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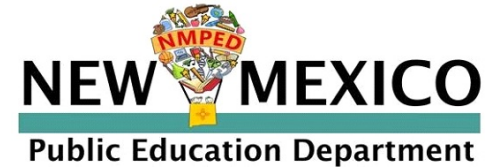


with department leaders to oversee implementation, data collection and teacher support for district wide computer based interventions; Istation, Read 180, Dual Credit; Reading and Math adopted curriculum. The district is working to update Student Wellness MLSS Resources. Staff will implement school-wide strategies that enhance supports and interventions for students as well as targeted assistance for students who need layers of support. The district is currently working to Implement curriculum addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being. The team works closely with schools to address health services for all students and staff, coordinate safety guidelines, and implement school safety plans. to provide physical activity opportunities to students before, during and/or after school. Counselors

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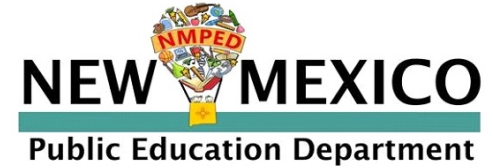


	will participate in ongoing MLSS training. Students will be supported through the SEL lessons. Schools have procedures in place to teach in-person and remotely if needed.			
Activities to address the Social Emotional Needs of all students	Yes	200,000.00	Yes	200,000.00
Activities to address the Academic Needs of all students	Yes	929,865.36	Yes	314,932.68
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	300,000.00	Yes	100,000.00
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"))	Yes	100,000.00	Yes	100,000.00
English learners	Yes	100,000.00	Yes	100,000.00
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

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Sub Totals		1,629,865.36		814,932.68
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
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

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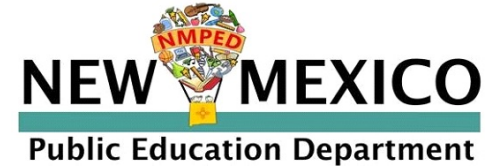


Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible 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

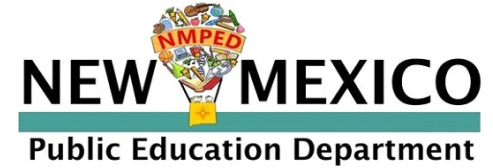
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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.

<p>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.</p>	<p>2/3 Amount Allocations</p>		<p>1/3 Amount Allocations</p>	
	<p>Narrative</p>	<p>Amount</p>	<p>Narrative</p>	<p>Amount</p>
<p>Elementary and Secondary Education Act (ESEA)</p>	<p>Targeted assistance to small schools in the district with higher needs due to low-income families, rural communities, lack of resources and staff. Funding will be used to support and serve all students in order to raise the achievement as well as continue to operate schoolwide programs and maintain the cleanliness of schools.</p>	<p>145,134.64</p>	<p>Targeted assistance to small schools in the district with higher needs due to low-income families, rural communities, lack of resources and staff. Funding will be used to support and serve all students in order to raise the achievement as well as continue to operate schoolwide programs and maintain the cleanliness of schools.</p>	<p>210,067.32</p>

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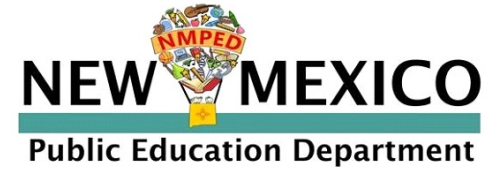


Individuals with Disabilities Education Act (IDEA)	Targeted assistance to schools in the district with higher special education needs due to the pandemic, low-income families, rural communities, lack of resources and staff. Funding will be used to support specific needs of students with IEPs in order to raise achievement as well as continue to operate schoolwide programs.	75,000.00	Targeted assistance to schools in the district with higher special education needs due to the pandemic, low-income families, rural communities, lack of resources and staff. Funding will be used to support specific needs of students with IEPs in order to raise achievement as well as continue to operate schoolwide programs.	25,000.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	Creating a College Technical Education CTE program at EVHS. Hire a director to oversee college career pathways between EVHS and Northern New Mexico Allocate funding specifically to start up a nursing pathway for EVHS students. Student staff coordinator will be hired to oversee high schools students and post-high school planning for high school seniors, Student staff will be hired with ESSER III-24119 funding to directly work at 21st CCLC programs. Staff will also work with post-high school planning, including the additional costs to schools of providing support to students in a fully in-person, hybrid, or remote environment. Funding will support salaries, supplies/materials, fees or other costs associated with the program.	400,000.00	Creating a College Technical Education CTE program at EVHS. Hire a director to oversee college career pathways between EVHS and Northern New Mexico Allocate funding specifically to start up a nursing pathway for EVHS students. Student staff coordinator will be hired to oversee high schools students and post-high school planning for high school seniors, Student staff will be hired with ESSER III-24119 funding to directly work at 21st CCLC programs. Staff will also work with post-high school planning, including the additional costs to schools of providing support to students in a fully in-person, hybrid, or remote environment. Funding will support salaries, supplies/materials, fees or other costs associated with the program.	100,000.00

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		620,134.64		335,067.32
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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

	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	Ongoing training for staff	25,000.00	Ongoing training for staff	25,000.00

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Purchasing supplies to sanitize and clean the LEA's facilities	Continue to provide need PPE to schools	164,494.98	Continue to provide need PPE to schools	119,747.49
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	The district is working to identify needs throughout the district. Additional playground equipment is needed to support social distancing. Turf at school sites will allow for additional outdoor activities. Fencing for outdoor classrooms will provide safety for students while they are outdoors.	200,000.00	The district is working to identify needs throughout the district. Additional playground equipment is needed to support social distancing. Turf at school sites will allow for additional outdoor activities. Fencing for outdoor classrooms will provide safety for students while they are outdoors.	200,000.00

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<p>Improving indoor air quality</p>	<p>EPS is in the process of revising the facilities master plan. The district has been working collaboratively with all stakeholders to update the facilities master plan which directly relates to air quality and facilities needs related to Covid-19. A community meeting was held on September 8, 2021. Schools in the district are old and in need of upgrades in order to meet the requirements for reentry. Most schools in the district need upgraded HVAC systems to improve air quality as a response to the pandemic. As the district begins to address the needs of schools it has been of the utmost importance for us to align ESSER funds with the projects that need immediate attention in order to address Covid-19. The district will be hiring an engineer to create designs needed to improve HVAC systems. Many schools in the district need functional updated windows. The district is estimating this cost to improve air quality is \$4,500,000.</p>	<p>3,600,000.00</p>	<p>Schools in the district are old and in need of upgrades in order to meet the requirements for reentry. Most schools in the district need upgraded HVAC systems to improve air quality as a response to the pandemic. As the district begins to address the needs of schools it has been of the utmost importance for us to align ESSER funds with the projects that need immediate attention in order to address Covid-19.</p>	<p>1,000,000.00</p>
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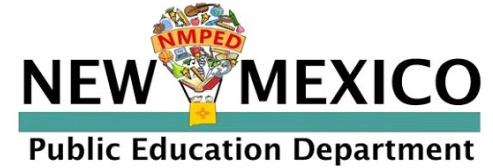


Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	Espanola Public Schools district reentry plan for the safe return of in-person learning which is posted on the school district website. Each school has created a school site plan which is posted on the school website. All CDC’s safety recommendations established by the CDC are included in district plans. ESSER funding will be used to support and implement reentry plans needed for the safe return of in-person learning. Plan for the Safe Return to In-Person Instruction and Continuity of Services will be posted on the district website and updated every six months. Ongoing assessments and survey feedback will be used to update plans	300,000.00	Espanola Public Schools district reentry plan for the safe return of in-person learning which is posted on the school district website. Each school has created a school site plan which is posted on the school website. All CDC’s safety recommendations established by the CDC are included in district plans. ESSER funding will be used to support and implement reentry plans needed for the safe return of in-person learning. Plan for the Safe Return to In-Person Instruction and Continuity of Services will be posted on the district website and updated every six months. Ongoing assessments and survey feedback will be used to update plans	200,000.00

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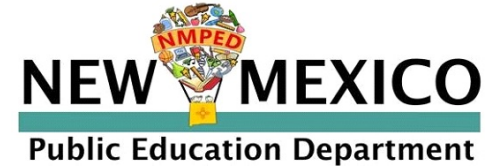


<p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p>	<p>School sites have created plans to ensure continuity of services. Schools have issued chromebooks to students and set up google classrooms. During long term closures teachers will provide direct instruction through google classrooms and online curriculums. Teachers will continue to receive training and professional development in virtual learning. School sites have established plans to communicate with parents when classrooms or schools need to be shut down. Cafeteria department has equipment needed to send meals home. During long term closures, the cafeteria department will transport meals to meet parents at assigned locations within the community or distribute meals from each school site. Free breakfast and lunch will continue to be distributed.</p>	<p>200,000.00</p>	<p>School sites have created plans to ensure continuity of services. Schools have issued chromebooks to students and set up google classrooms. During long term closures teachers will provide direct instruction through google classrooms and online curriculums. Teachers will continue to receive training and professional development in virtual learning. School sites have established plans to communicate with parents when classrooms or schools need to be shut down. Cafeteria department has equipment needed to send meals home. During long term closures, the cafeteria department will transport meals to meet parents at assigned locations within the community or distribute meals from each school site. Free breakfast and lunch will continue to be distributed.</p>	<p>200,000.00</p>
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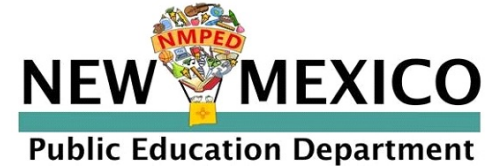


<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Technology will continue to be an important role in classroom instruction. The district will provide students with access to the internet, devices and software for digital learning. The district has been working with each school to conduct ongoing needs assessment. The district technology department is working to update technology and to ensure students have access to high speed internet. The district will continue to track student data and usage in online curriculum and intervention software programs such as enVision, Wonders, Istation, iLit ELL, RAZ Plus and Edgenuity.</p>	<p>200,000.00</p>	<p>Technology will continue to be an important role in classroom instruction. The district will provide students with access to the internet, devices and software for digital learning. The district has been working with each school to conduct ongoing needs assessment. The district technology department is working to update technology and to ensure students have access to high speed internet. The district will continue to track student data and usage in online curriculum and intervention software programs such as enVision, Wonders, Istation, iLit ELL, RAZ Plus and Edgenuity.</p>	<p>200,000.00</p>
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>	<p>Support schools with temporary staff to works closely with school wellness team to address health services for all students and staff, coordinate safety guidelines, and implement school safety plans. to provide physical activity opportunities to students before, during and/or after school.</p>	<p>250,000.00</p>	<p>Support schools with temporary staff to works closely with school wellness team to address health services for all students and staff, coordinate safety guidelines, and implement school safety plans. to provide physical activity opportunities to students before, during and/or after school.</p>	<p>250,000.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>	<p>Summer learning programs for Espanola Valley High School students</p>	<p>100,000.00</p>	<p>Summer learning programs for Espanola Valley High School students</p>	<p>100,000.00</p>

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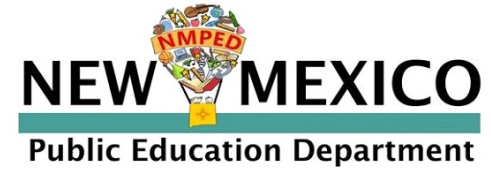
Addressing learning loss		0.00		0.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	EPS is working with Northern New Mexico College to recruit and hire qualified K–12 personnel due to an array of factors like teacher shortages Recruit and retain highly qualified teachers to ensure every classroom in the district.	200,000.00	EPS is working with Northern New Mexico College to recruit and hire qualified K–12 personnel due to an array of factors like teacher shortages Recruit and retain highly qualified teachers to ensure every classroom in the district.	200,000.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	New Indian Education Director is conducting ongoing assessments and is planning a zoom tribal consultation with the tribal leaders and their respective education division directors in October.	200,000.00	New Indian Education Director is conducting ongoing assessments and is planning a zoom tribal consultation with the tribal leaders and their respective education division directors in October.	200,000.00
Sub Totals		5,439,494.98		2,694,747.49

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	6/24/2021	6/25/2021	7/2/2021
	Families	6/23/2021	7/7/2021	7/2/2021
	School and district administrators (including Special Education administrators)	6/23/2021	7/7/2021	7/2/2021
	Teachers	6/23/2021	7/7/2021	7/2/2021
	Principals	6/23/2021	7/7/2021	7/2/2021
	School leaders	6/23/2021	7/7/2021	7/2/2021
	Other educators	6/23/2021	7/7/2021	7/2/2021

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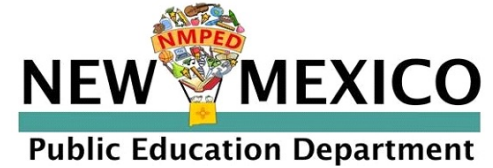
School support personnel	6/23/2021	7/7/2021	7/2/2021
Unions			
Tribes(if applicable)	6/23/2021	7/7/2021	7/2/2021
Civil rights organizations (including disability rights organizations)			
Superintendents	6/23/2021	7/7/2021	7/2/2021
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	6/23/2021	7/7/2021	7/2/2021
English learners	6/23/2021	7/7/2021	7/2/2021
Children experiencing homelessness	6/23/2021	7/7/2021	7/2/2021
Children in foster care	6/23/2021	7/7/2021	7/2/2021
Migratory students	6/23/2021	7/7/2021	7/2/2021
Children who are incarcerated			
Other underserved students	6/23/2021	7/7/2021	7/2/2021

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.

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*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.

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	4,074,663.39	5.98	1.0598	0.00	229,915.90	4,074,663.39	3,844,747.49
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	8,149,326.78	5.98	1.0598	0.00	459,831.80	8,149,326.78	7,689,494.98

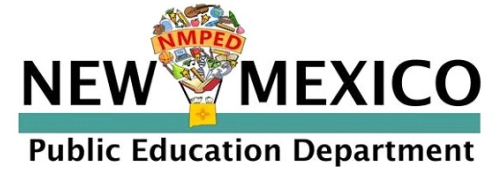
Required Information - GEPA

	Required Narrative
<p>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.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • 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 <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on 	<p>The district will ensure equitable access and participation to all students, teachers and other program beneficiaries with special needs through consistent and ongoing collaboration with department directors, school leaders, teachers, students and parents. The district leadership team meets regularly to review the departmental needs. The district leadership team works closely with school site administrators, teachers, students and parents to ensure</p>

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criteria such as gender, race, color, national origin, (dis)ability, and age

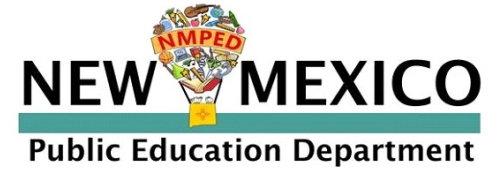
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

equitable access and participation of all students is available. Barriers the district may encounter are shortage of staff and ability to hire staff to work in rural schools. Other barriers faced by the district include price increases on facility upgrades due to contractor travel expenses and aging smaller rural schools that have the highest needs in the district. The district is actively working to recruit/retain staff, provide additional compensation and explore other resources.

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<p>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</p>	<p>True</p>
<p>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</p>	<p>True</p>
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	<p>http://www.k12espanola.org/students_and_parents/espanola_public_schools_2021-2022_reentry_plan, Espanola Public Schools Safe Return to In-Person Instruction</p>
<p>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</p>	<p>True</p>
<p>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)</p>	<p>True</p>