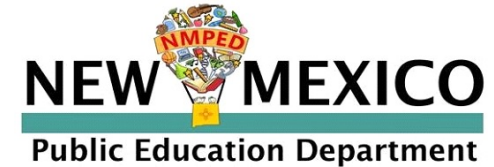


# ARP Grant Application

2021-2022

NM SCHOOL FOR ARTS



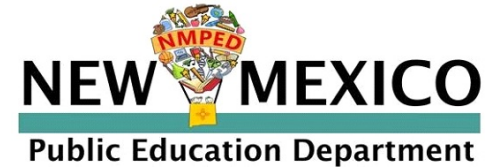
Contact Information		Budget Table	
District	NM SCHOOL FOR ARTS	ARP ESSER Award 2/3 rd Allocation	131696.75
District Code	509	ARP ESSER Award 2/3 rd Debit	131696.75
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	ecrites@nmschoolforthearts.org	ARP ESSER Award 1/3 rd Allocation	76001.21
Phone Contact	505-670-0062	ARP ESSER Award 1/3 rd Debit	76001.21
Application Status	Approve	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).	These funds will be allocated to go toward the payroll costs of an additional instructional assistant to work in classrooms and to work individually with students. This staff member's role will address the academic needs of all students by their participation in the classroom; and it will address the academic needs of students from underrepresented student	26,339.35	These funds will be allocated to go toward the payroll costs of an additional instructional assistant to work in classrooms and to work individually with students. This staff member's role will address the academic needs of all students by their participation in the classroom; and it will	15,200.24

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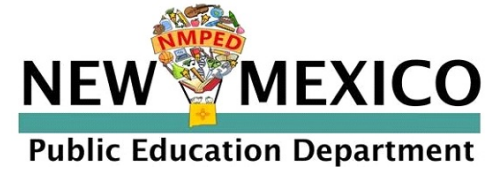
subgroups who were disproportionately impacted by COVID-19 through whole group, small group, and individual instruction. Students disproportionately impacted will be identified through a combination of classroom assessments and grades and standardized assessments to ensure that the instructional assistant is meeting the needs of students from each racial or ethnic group; students from low income families; students with disabilities; English learners; and students by gender (including our disproportionately impacted transgender and non-binary students). Evidence based interventions will include: assisting students to provide feedback on their own learning (Hattie, Visible Learning, [https://www.visiblelearningmetax.com/influences/view/feedback\\_\(from\\_student\\_re\\_quality\)](https://www.visiblelearningmetax.com/influences/view/feedback_(from_student_re_quality))), creating and supporting opportunities for peer-to-peer tutoring (Hattie,

address the academic needs of students from underrepresented student subgroups who were disproportionately impacted by COVID-19 through whole group, small group, and individual instruction. Students disproportionately impacted will be identified through a combination of classroom assessments and grades and standardized assessments to ensure that the instructional assistant is meeting the needs of students from each racial or ethnic group; students from low income families; students with disabilities; English learners; and students by gender (including our disproportionately impacted transgender and non-binary students). Evidence based interventions will include: assisting students to provide feedback on their

# ARP Grant Application

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	<p><a href="https://www.visiblelearningmetax.com/influences/view/peer_tutoring">https://www.visiblelearningmetax.com/influences/view/peer_tutoring</a>), modeling and supporting reflective discussion (Hattie, <a href="https://www.visiblelearningmetax.com/influences/view/self-verbalization~self_questioning">https://www.visiblelearningmetax.com/influences/view/self-verbalization~self_questioning</a>), supporting the practice of reciprocal teaching (Hattie, <a href="https://www.visiblelearningmetax.com/influences/view/reciprocal_teaching">https://www.visiblelearningmetax.com/influences/view/reciprocal_teaching</a>), and similar strategies facilitated by the presence of additional support staff in the classroom.</p>		<p>own learning (Hattie, Visible Learning, <a href="https://www.visiblelearningmetax.com/influences/view/feedback_(from_student_re_quality)">https://www.visiblelearningmetax.com/influences/view/feedback_(from_student_re_quality)</a>), creating and supporting opportunities for peer-to-peer tutoring (Hattie, <a href="https://www.visiblelearningmetax.com/influences/view/peer_tutoring">https://www.visiblelearningmetax.com/influences/view/peer_tutoring</a>), modeling and supporting reflective discussion (Hattie, <a href="https://www.visiblelearningmetax.com/influences/view/self-verbalization~self_questioning">https://www.visiblelearningmetax.com/influences/view/self-verbalization~self_questioning</a>), supporting the practice of reciprocal teaching (Hattie, <a href="https://www.visiblelearningmetax.com/influences/view/reciprocal_teaching">https://www.visiblelearningmetax.com/influences/view/reciprocal_teaching</a>), and similar strategies facilitated by the presence of additional support staff in the classroom.</p>	
Activities to address the Social Emotional Needs of all students	Yes	1,000.00	Yes	2,530.57

# ARP Grant Application

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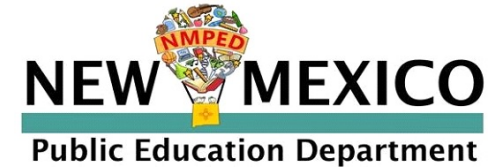


Activities to address the Academic Needs of all students	Yes	12,000.00	Yes	6,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	2,667.85	Yes	1,333.93
Students from low-income families	Yes	2,667.85	Yes	1,333.93
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	2,667.85	Yes	1,333.93
English learners	Yes	2,667.85	Yes	1,333.93
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	2,667.85	Yes	1,333.95
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
<b>Sub Totals</b>		<b>26,339.25</b>		<b>15,200.24</b>

# ARP Grant Application

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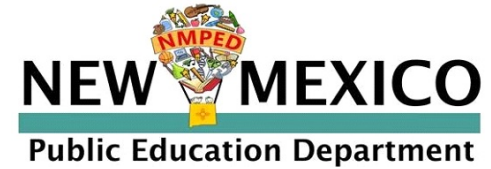
## Additional Reserve Funds (Optional)

	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
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

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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
<b>Sub Totals</b>		<b>0.00</b>		<b>0.00</b>

## Activities to Address Needs

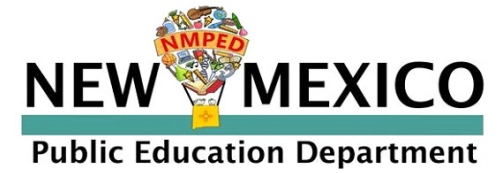
**Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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.	<b>2/3 Amount Allocations</b>		<b>1/3 Amount Allocations</b>	
	<b>Narrative</b>	<b>Amount</b>	<b>Narrative</b>	<b>Amount</b>
Elementary and Secondary Education Act (ESEA)		0.00		0.00

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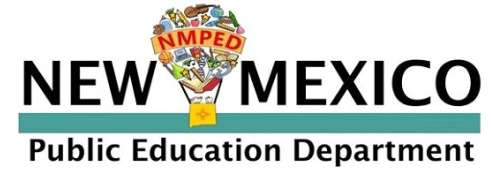


Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		<b>0.00</b>		<b>0.00</b>

# ARP Grant Application

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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

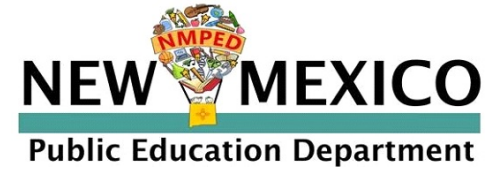
### ARP ESSER 1/3

	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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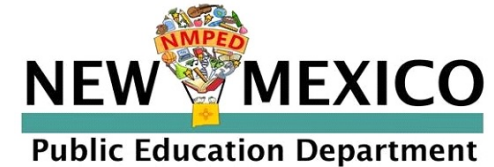


Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income 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		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00

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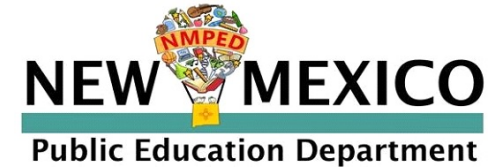


Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities <b>(see above for additional requirements for this activity)</b>	New Mexico School for the Arts does not need to use ESSER III funds to achieve the goals of this category because we have sufficient funding through our Educational Technology Note (through Santa Fe Public Schools) to cover these costs. Currently, every student is assigned a Chromebook for the year (unless they choose to use their own device); and every student who needs a WiFi hotspot at home has one provided. No student at this time is without access to a laptop computer (Chromebook) or home internet.	0.00	New Mexico School for the Arts does not need to use ESSER III funds to achieve the goals of this category because we have sufficient funding through our Educational Technology Note (through Santa Fe Public Schools) to cover these costs. Currently, every student is assigned a Chromebook for the year (unless they choose to use their own device); and every student who needs a WiFi hotspot at home has one provided. No student at this time is without access to a laptop computer (Chromebook) or home internet.	0.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors		0.00		0.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss		0.00		0.00

# ARP Grant Application

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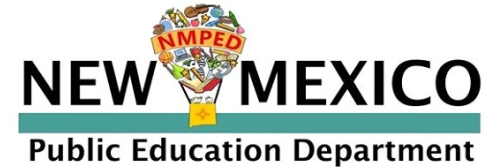
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	Continuing to employ additional custodial staff we were able to hire using the 2nd round of CARES funding and which has allowed us to effectively follow CDC guidelines for cleaning and disinfection to minimize the spread of COVID and keep the school open.	95,602.19	Continuing to employ additional custodial staff we were able to hire using the 2nd round of CARES funding and which has allowed us to effectively follow CDC guidelines for cleaning and disinfection to minimize the spread of COVID and keep the school open.	55,923.31
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
<b>Sub Totals</b>		<b>95,602.19</b>		<b>55,923.31</b>

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	9/3/2021	8/27/2021	
Families	6/12/2021	9/3/2021	
School and district administrators (including Special Education administrators)	9/3/2021	8/27/2021	
Teachers	9/3/2021	8/27/2021	
Principals	9/3/2021	8/27/2021	
School leaders	9/3/2021	8/27/2021	
Other educators	9/3/2021	8/27/2021	
School support personnel	9/3/2021	8/27/2021	
Unions			

# ARP Grant Application

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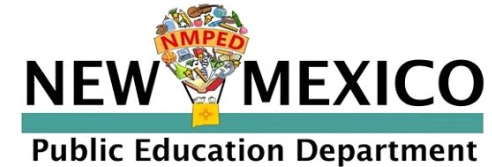


Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents			
Charter school leaders (if applicable)	9/3/2021	8/27/2021	
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	9/3/2021	8/27/2021	
English learners	9/3/2021	8/27/2021	
Children experiencing homelessness	9/3/2021	8/27/2021	
Children in foster care	9/3/2021	8/27/2021	
Migratory students			
Children who are incarcerated			
Other underserved students	9/3/2021	8/27/2021	
<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>			

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## Indirect Cost Rate

	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
<b>ARP ESSER 1/3 rd Indirect Cost Rate</b>	Yes	65,848.37	8	1.08	0.00	4,877.66	65,848.37	60,970.71
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	Yes	131,696.75	8	1.08	0.00	9,755.31	131,696.75	121,941.44

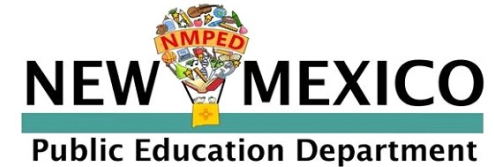
## Required Information - GEPA

	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:  <a href="https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc">https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</a></p> <p>GEPA Rubric</p> <p>A satisfactory answer</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul> <p>May require revision</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul>	<p>By expending funds to hire and continue to employ additional custodial staff, we will ensure that the school is able to stay open due to the ability to follow CDC guidelines to clean and disinfect the school, reducing the likelihood of COVID infections in the school. As has been widely reported, and as we saw at our own school, having schools closed and in remote mode disproportionately impacted students of color and those with disabilities. One of the most effective interventions to support our students of color and students with disabilities in overcoming barriers is being able to provide in-person instruction without interruption due to COVID closures. Additionally, hiring an additional instructional assistant will allow us to provide targeted, research-based academic supports to students in the classroom setting and in one-on-one tutoring as appropriate.</p>

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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

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## Instructions:

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate\*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Under this requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.

First Posting	<a href="https://www.nmschoolforthearts.org/wp-content/uploads/Supplemental-ARP-ESSER-II-Fund-Assurances.pdf">https://www.nmschoolforthearts.org/wp-content/uploads/Supplemental-ARP-ESSER-II-Fund-Assurances.pdf</a> , Link to assurance and reentry plan on school web site	10/1/2021
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# ARP Grant Application

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Second Posting (if needed*)	<a href="https://www.nmschoolforthearts.org/wp-content/uploads/LEA-Plan-for-Safe-Return-to-In-person-Instruction-and-Continuity-of-Services-Template-FINAL.pdf">https://www.nmschoolforthearts.org/wp-content/uploads/LEA-Plan-for-Safe-Return-to-In-person-Instruction-and-Continuity-of-Services-Template-FINAL.pdf</a> , Plan for safe return to in-person learning URL	11/3/2021
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
Seventh Posting (if needed*)		
Eighth Posting (if needed*)		
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	

## Posting of LEA's ARP ESSER III Application to the LEA's Website

District	Date	Please provide a link to the LEA's ARP ESSER III application on the LEA's website
NM SCHOOL FOR ARTS	10/1/2021	<a href="https://www.nmschoolforthearts.org/wp-content/uploads/ARP-Application.pdf">https://www.nmschoolforthearts.org/wp-content/uploads/ARP-Application.pdf</a> , American Recovery Plan Application