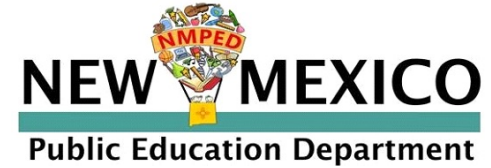


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CLOUDCROFT MUNICIPAL SCHOOLS



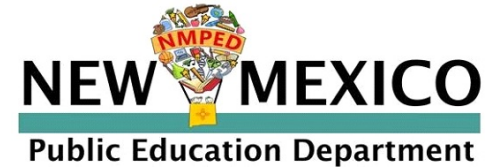
Contact Information		Budget Table	
District	CLOUDCROFT	ARP ESSER Award 2/3 rd Allocation	827854.29
District Code	048	ARP ESSER Award 2/3 rd Debit	827854.29
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	tana.daugherty@cmsbears.org	ARP ESSER Award 1/3 rd Allocation	413927.15
Phone Contact	Tana Daugherty	ARP ESSER Award 1/3 rd Debit	413927.15
Application Status	Submit to State	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).	CMS has the following underrepresented student subgroups: 26% Economically Disadvantaged, 17% Mobile, 13% Special Education, and 1% English Learner. CMS will take the following steps to remove barriers and insure equitable access and participation in its Federally-assisted programs. CMS proposes to hire a K-8	165,570.86	CMS has the following underrepresented student subgroups: 26% Economically Disadvantaged, 17% Mobile, 13% Special Education, and 1% English Learner. CMS will take the following steps to remove barriers and insure equitable access and participation in its	82,785.43

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Counselor to assist and coach teachers in planning and implementing the K-8 Second Steps SEL curriculum. Second Steps is a holistic approach to building supportive communities for every child through social emotional learning (<https://cfccdn.blob.core.windows.net/static/pdf/committee-for-children-the-case-for-a-holistic-approach-to-social-emotional-learning.pdf>). This is in response to the impact COVID19 has had on the social emotional health of our students and underrepresented subgroups. The K-8 Counselor will also be the K-8 Student Assistance Team Coordinator to plan targeted, supplemental, and individualized support through the SAT process for students who are at-risk academically or behaviorally, or those exceeding expectations. This position is necessary due to the adverse academic impact of lost instructional time.

Federally-assisted programs.

CMS proposes to hire a K-8 Counselor to assist and coach teachers in planning and implementing the K-8 Second Steps SEL curriculum. Second Steps is a holistic approach to building supportive communities for every child through social emotional learning ([https://cfccdn.blob.core.w](https://cfccdn.blob.core.windows.net/static/pdf/committee-for-children-the-case-for-a-holistic-approach-to-social-emotional-learning.pdf) [indows.net/static/pdf/com](https://cfccdn.blob.core.w) [mittee-for-children-the-](https://cfccdn.blob.core.w) [case-for-a-holistic-](https://cfccdn.blob.core.w) [approach-to-social-](https://cfccdn.blob.core.w) [emotional-learning.pdf](https://cfccdn.blob.core.w)). This is in response to the impact COVID19 has had on the social emotional health of our students and underrepresented subgroups. The K-8 Counselor will also be the K-8 Student Assistance Team Coordinator to plan targeted, supplemental, and individualized support

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To address the academic impact of lost instructional time, CMS proposes to implement after school enrichment activities including high dosage tutoring (https://annenberg.brown.edu/sites//files/EdResearch_for_Recovery_Design_Principles_1.pdf see pg. 3) from highly qualified staff (<https://learningpolicyinstitute.org/blog/covid-getting-tutoring-right> see Lessons Learned). CMS proposes to offer a summer school/intervention program (<https://www.ascd.org/el/articles/some-summer-programs-narrow-learning-gaps>) to students who did not meet performance standards and did not master the skills necessary to be successful in the next grade level. This would be done through summer math camp, credit recovery, and remediation using hands-on activities (<https://educationassociates.com/case-for-hands-on-learning/>

through the SAT process for students who are at-risk academically or behaviorally, or those exceeding expectations. This position is necessary due to the adverse academic impact of lost instructional time.

To address the academic impact of lost instructional time, CMS proposes to implement after school enrichment activities including high dosage tutoring (https://annenberg.brown.edu/sites//files/EdResearch_for_Recovery_Design_Principles_1.pdf see pg. 3) from highly qualified staff (<https://learningpolicyinstitute.org/blog/covid-getting-tutoring-right> see Lessons Learned). CMS proposes to offer a summer school/intervention program ([https://www.ascd.org/el/a](https://www.ascd.org/el/articles/some-summer-programs-narrow-learning-)

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	<p>), one on one and small group instruction. CMS proposes hiring a Math Interventionist/Coach because district data analysis shows a significant learning gap in the area of Math. This coach will work one-on-one, in pairs, and small groups to address performance, targets, and standards (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf).</p>		<p>gaps) to students who did not meet performance standards and did not master the skills necessary to be successful in the next grade level. This would be done through summer math camp, credit recovery, and remediation using hands-on activities (https://educationassociates.com/case-for-hands-on-learning/), one on one and small group instruction. CMS proposes hiring a Math Interventionist/Coach because district data analysis shows a significant learning gap in the area of Math. This coach will work one-on-one, in pairs, and small groups to address performance, targets, and standards (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf).</p>	
Activities to address the Social Emotional Needs of all students	Yes	41,392.86	Yes	20,696.43

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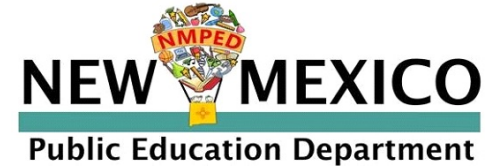


Activities to address the Academic Needs of all students	Yes	124,178.00	Yes	62,089.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic 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
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		165,570.86		82,785.43

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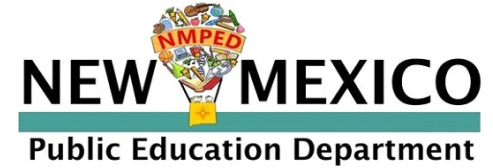
Additional Reserve Funds (Optional)

	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	No
Activities to address the Academic Needs of all students	No	No
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	No
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	No
Students from low-income families	No	No

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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		No	
English learners	No		No	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No		No	
Migratory students	No		No	
Students experiencing homelessness	No		No	
Children and youth in foster care	No		No	
Sub Totals		0.00		0.00

Activities to Address Needs

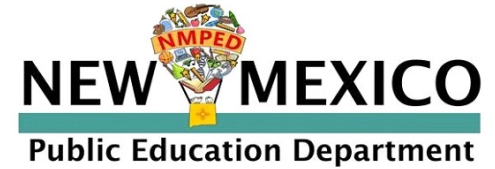
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

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Elementary and Secondary Education Act (ESEA)	CMS proposes to purchase supplies and equipment to help implement enrichment activities, high dosage tutoring, and the summer school/ intervention program.	125,000.00	CMS proposes to purchase supplies and equipment to help implement enrichment activities, high dosage tutoring, and the summer school/ intervention program.	103,927.00
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
		125,000.00		103,927.00

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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

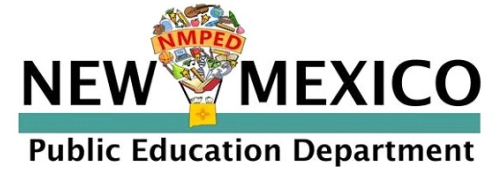
ARP ESSER 1/3

	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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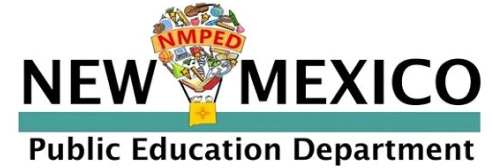


<p>Purchasing supplies to sanitize and clean the LEA's facilities</p>	<p>In order to keep students and staff safe and abide by state guidelines, CMS proposes to purchase necessary cleaning supplies and equipment to sanitize facilities.</p> <p>In order to keep students and staff safe and abide by state guidelines, CMS proposes to purchase Personal Protective Equipment. CMS also proposes to purchase adaptive equipment.</p>	<p>50,000.00</p>	<p>In order to keep students and staff safe and abide by state guidelines, CMS proposes to purchase necessary cleaning supplies and equipment to sanitize facilities.</p> <p>In order to keep students and staff safe and abide by state guidelines, CMS proposes to purchase Personal Protective Equipment. CMS also proposes to purchase adaptive equipment.</p>	<p>15,000.00</p>
<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>		<p>0.00</p>		<p>0.00</p>
<p>Improving indoor air quality</p>	<p>To ensure the safety of students and staff, CMS proposes to purchase fans, air purifiers, replacement filters, and other supplies/equipment to improve air quality.</p>	<p>29,999.43</p>	<p>To ensure the safety of students and staff, CMS proposes to purchase fans, air purifiers, replacement filters, and other supplies/equipment to improve air quality.</p>	<p>10,000.00</p>
<p>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</p>		<p>0.00</p>		<p>0.00</p>

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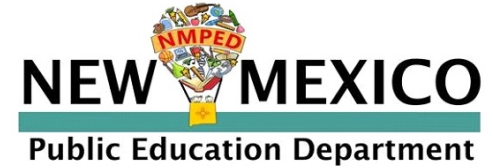


Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	Unfortunately we have found throughout the pandemic that COVID will at some time interrupt the in-class learning of our students. Therefore, CMS proposes to employ a remote learning liaison to coordinate between the student, family and teacher to provide the video lessons, homework assignments and any additional assistance the student needs.	50,000.00	Unfortunately we have found throughout the pandemic that COVID will at some time interrupt the in-class learning of our students. Therefore, CMS proposes to employ a remote learning liaison to coordinate between the student, family and teacher to provide the video lessons, homework assignments and any additional assistance the student needs.	25,000.00
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)	CMS proposes to purchase Edmentum in order to establish EdOptions Virtual Academy for those students in our district who remain at home to learn remotely for the school year. So that learning can continue both in school and remotely, CMS proposes to purchase Chromebooks, cases, and surge protectors. In addition, CMS proposes to purchase Smartboards for enhanced instructional delivery in every teacher's classroom and cameras for video recorded lessons.	177,284.57	CMS proposes to purchase Edmentum in order to establish EdOptions Virtual Academy for those students in our district who remain at home to learn remotely for the school year. So that learning can continue both in school and remotely, CMS proposes to purchase Chromebooks, cases, and surge protectors. In addition, CMS proposes to purchase Smartboards for enhanced instructional delivery in every teacher's classroom and cameras for video recorded lessons.	30,014.72

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Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	The COVID19 pandemic has uniquely affected our students and families by disrupting routines, changing relationships and roles, and altering usual school and recreational activities. For this reason, CMS proposes to collaborate with our REC to acquire a K-12 social worker for outreach purposes and to assist our students and families who were adversely affected.	50,000.00	The COVID19 pandemic has uniquely affected our students and families by disrupting routines, changing relationships and roles, and altering usual school and recreational activities. For this reason, CMS proposes to collaborate with our REC to acquire a K-12 social worker for outreach purposes and to assist our students and families who were adversely affected.	25,000.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss		0.00		0.00
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	CMS proposes to use these funds to continue to employ new and existing staff to maintain the operation and continuity of systems and programs. CMS proposes to provide hazard pay for all staff. This is for all of the additional COVID related duties all staff are doing in their regular work day . Staff are facing added cleaning and monitoring responsibilities, state reporting, learning and implementing accelerated strategies to overcome learning loss due	179,999.43	CMS proposes to provide hazard pay for all staff. This is for all of the additional COVID related duties all staff are doing in their regular work day . Staff are facing added cleaning and monitoring responsibilities, state reporting, learning and implementing accelerated strategies to overcome learning loss due to COVID, and planning and preparing two sets of plans should we have to go remote. Staff have experienced exposure, quarantine, and contracting the virus. Due to COVID there has been a	122,200.00

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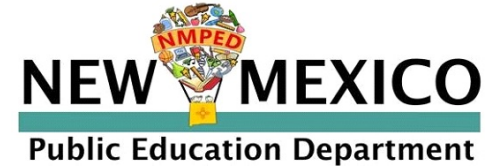


	<p>to COVID, and planning and preparing two sets of plans should we have to go remote. Staff have experienced exposure, quarantine, and contracting the virus. Due to COVID there has been a significant shortage in substitutes which has put a significant strain on staff when a teacher is in quarantine. For this we also propose to increase substitute teacher pay to attract substitutes. Bus routes have been shut down due to COVID and no bus driver. We have had to split a bus route because of the increased number of students and lack of space for social distancing. We do not have a bus driver for this added bus. CMS proposes to hire a new bus driver and until then pay the substitute bus drivers with these funds.</p>		<p>significant shortage in substitutes which has put a significant strain on staff when a teacher is in quarantine. For this we also propose to increase substitute teacher pay to attract substitutes. Bus routes have been shut down due to COVID and no bus driver. We have had to split a bus route because of the increased number of students and lack of space for social distancing. We do not have a bus driver for this added bus. CMS proposes to hire a new bus driver and until then pay the substitute bus drivers with these funds.</p>	
<p>Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.</p>				
	<p>Sub Totals</p>	<p>537,283.43</p>		<p>227,214.72</p>

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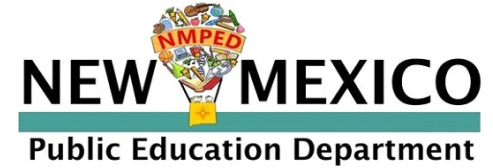


Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	7/19/2021			8/6/2021
Families	7/19/2021			8/6/2021
School and district administrators (including Special Education administrators)	7/19/2021	8/2/2021		8/6/2021
Teachers	7/19/2021	8/2/2021		8/6/2021
Principals	7/19/2021	8/2/2021		8/6/2021
School leaders	7/19/2021	8/2/2021		8/6/2021
Other educators	7/19/2021	8/2/2021		8/6/2021
School support personnel	7/19/2021	8/2/2021		8/6/2021
Unions	7/19/2021	8/2/2021		8/6/2021
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)	7/19/2021	8/2/2021		8/6/2021
Superintendents	7/19/2021	8/2/2021		8/6/2021
Charter school leaders (if applicable)				
Stakeholders representing the interests of:				
Children with disabilities	7/19/2021	8/2/2021		8/6/2021
English learners	7/19/2021	8/2/2021		8/6/2021
Children experiencing homelessness	7/19/2021	8/2/2021		8/6/2021
Children in foster care	7/19/2021	8/2/2021		8/6/2021
Migratory students	7/19/2021	8/2/2021		8/6/2021
Children who are incarcerated	7/19/2021	8/2/2021		8/6/2021

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Other underserved students	7/17/2021	8/2/2021	8/6/2021
<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>			

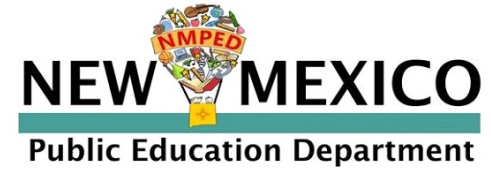
Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	No	413,927.15	8	1.08	0.00	0.00	0.00	0.00
ARP ESSER 2/3 rd Indirect Cost Rate	No	827,854.29	8	1.08	0.00	0.00	0.00	0.00

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>Cloudcroft Municipal Schools has identified the following barriers and steps to eliminate barriers and ensure equitable</p>

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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

access:

Families that live in outlying areas may not have phones to be reached by the shared R9 Social Worker. Should this occur the shared R9 social worker could make visits to the home and be reimbursed for mileage by submitting a mileage reimbursement request.

Families that live in outlying areas and low income families may not have internet service. In that case, Cloudcroft Municipal Schools would provide a hotspot through Verizon.

Special education students have unique learning and behavioral needs that can impact their ability to successfully participate in summer intervention.

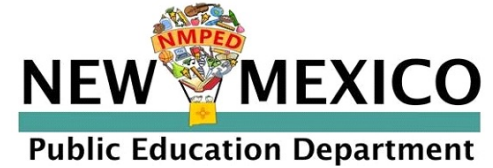
Cloudcroft Municipal Schools will ensure staff are trained or have special education staff involved in the summer intervention programs.

New Mexico teacher shortage. Cloudcroft Municipal Schools will promote the Grow Your Own Teachers and the Educator

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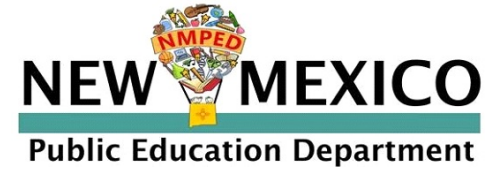


	<p>Fellows program with our classified staff. https://hed.state.nm.us/financial-aid/scholarships/grow-your-own-teachers https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/Educator-Fellows-Program-Press-Release.pdf</p>
<p>The LEA agrees to comply with the following requirements regarding Maintenance 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>https://www.cmsbears.org/, https://www.cmsbears.org/</p>

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2021-2022

CLOUDCROFT MUNICIPAL SCHOOLS



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