

# ARP Grant Application

2021-2022

ARTESIA PUBLIC SCHOOLS



Contact Information		Budget Table	
District	ARTESIA	ARP ESSER Award 2/3 rd Allocation	3436743.87
District Code	022	ARP ESSER Award 2/3 rd Debit	3436743.87
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	dparker@bulldogs.org	ARP ESSER Award 1/3 rd Allocation	1718371.94
Phone Contact	5753083960	ARP ESSER Award 1/3 rd Debit	1718371.94
Application Status	In Process	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).	Summer Learning/Enrichment-- Allow schools to determine their students' needs and provide summer learning opportunities (Jens Dietrichson, Martin Bøg, Trine Filges, and Anne-Marie Klint Jørgensen, "Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-	687,348.77	Training for staff to attend to the needs of trauma-induced students; Additional District Social Worker; Summer Learning/Enrichment; equip learning spaces for students with special needs; hired additional special education assistants; purchase additional software for	343,674.39

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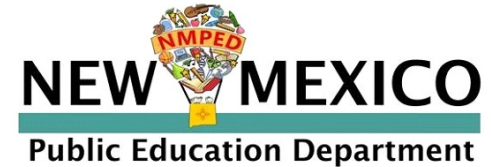
Analysis," Review of Educational Research 87, no. 2 (2017): 243–282, <https://doi.org/10.3102/0034654316687036>.  
); hire additional special education assistants to increase opportunity for small group learning and SEL (Anyon, Y., Nicotera, N., Veeh, C. A. (2016). Contextual influences on the implementation of a schoolwide intervention to promote students' social, emotional, and academic learning. Children & Schools, 38(2), 81-88. Retrieved from: <https://eric.ed.gov/?id=EJ1096469> Full text available at: <https://pdfs.semanticscholar.org/851c/1f5b6757839048b7f9a7c8c2b6c67459fa5c.pdf>)  
; purchase additional software for English learner students to increase English proficiency ([https://www.edmentum.com/sites/edmentum.com/files/resource/media/Courseware%20Case%20Study.TPH\\_.High%20Academic%20Achievement%20in%20a%20Virtual%20](https://www.edmentum.com/sites/edmentum.com/files/resource/media/Courseware%20Case%20Study.TPH_.High%20Academic%20Achievement%20in%20a%20Virtual%20)

English learner students; high-dosage/near peer tutoring, after-school programs; Extra days of special education instruction and therapy for IEP students; Camps that focus on speech, OT, PT and reading and math instruction; Purchase of adaptive equipment for classrooms.

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Environment\_0.pdf  
); high-dosage/near peer  
tutoring, after-school programs  
all to increase achievement  
after unfinished learning  
([https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/NMPED\\_Academic\\_Roadmap\\_2021.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/NMPED_Academic_Roadmap_2021.pdf)); Extra days of special education instruction and therapy for IEP students (Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>); Camps that focus on speech, OT, PT and reading and math instruction (Hamilton, L., Halverson, R., Jackson, S.,

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		Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a> );			
Activities to address the Social Emotional Needs of all students	Yes	200,000.00	Yes	100,000.00	
Activities to address the Academic Needs of all students	Yes	187,348.77	Yes	93,674.39	
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	0.00	Yes	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	Yes	25,000.00	Yes	12,500.00	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	150,000.00	Yes	75,000.00	
English learners	Yes	50,000.00	Yes	25,000.00	

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Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	Yes	25,000.00	Yes	12,500.00
Students experiencing homelessness	Yes	25,000.00	Yes	12,500.00
Children and youth in foster care	Yes	25,000.00	Yes	12,500.00
<b>Sub Totals</b>		<b>687,348.77</b>		<b>343,674.39</b>

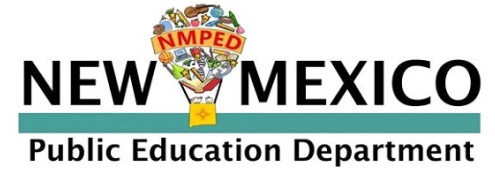
## Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>		<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>	
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	

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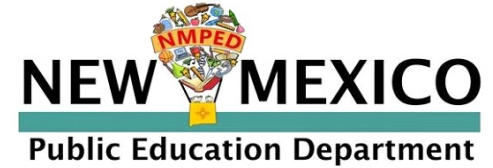


Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No		No	
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No		No	
Students from low-income families	No		No	
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	
<b>Sub Totals</b>		<b>0.00</b>		<b>0.00</b>

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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.

	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
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.				
Elementary and Secondary Education Act (ESEA)		0.00		0.00
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)	Enhance and support career and technical education opportunities with a focus on specific needs identified in our community and region	200,000.00	Enhance and support career and technical education opportunities with a focus on specific needs identified in our community and region	100,000.00
		<b>200,000.00</b>		<b>100,000.00</b>

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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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Purchasing supplies to sanitize and clean the LEA's facilities	Purchase cleaning and sanitizing supplies	133,000.00	Purchase cleaning and sanitizing supplies	67,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Addressed in the 20% reserve	0.00		0.00
Improving indoor air quality	Purchasing appropriate filters for HVAC and HEPA classroom units	177,000.00	Purchasing appropriate filters for HVAC and HEPA classroom units	89,000.00
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	Training for staff to address the needs of all student groups, additional social worker, support development of school-based social and emotional services; equip learning spaces for students with special needs; purchase of adaptive equipment for classrooms	334,000.00	Training for staff to address the needs of all student groups, additional social worker, support development of school-based social and emotional services; equip learning spaces for students with special needs; purchase of adaptive equipment for classrooms	166,000.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	Addressed in the 20% reserve	0.00	Addressed in the 20% reserve	0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	Provide infrastructure (salaries, etc.--not the food itself) meals to students unable to access food services at school due to COVID.	100,000.00	Provide meals to students unable to access food services at school due to COVID.	50,000.00

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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 <b>(see above for additional requirements for this activity)</b></p>	<p>The Artesia Public Schools has the capability of providing 1-to-1 devices at the elementary and secondary levels. Elementary students will use Microsoft Surface 2 Go tablets, and the secondary students are issued a Lenovo laptop. The district works with a local Internet Service Provider to provide no- or low-cost internet service within the company's service area. The district has purchased hotspots to provide service to students who are not eligible for the company's Internet service. Teachers are provided with the same opportunities as the students for devices and Internet connectivity.</p>	<p>200,000.00</p>	<p>The Artesia Public Schools has the capability of providing 1-to-1 devices at the elementary and secondary levels. Elementary students will use Microsoft Surface 2 Go tablets, and the secondary students are issued a Lenovo laptop. The district works with a local Internet Service Provider to provide no- or low-cost internet service within the company's service area. The district has purchased hotspots to provide service to students who are not eligible for the company's Internet service. Teachers are provided with the same opportunities as the students for devices and Internet connectivity.</p>	<p>100,000.00</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>Addressed in the 20% reserve</p>	<p>0.00</p>	<p>Addressed in the 20% reserve</p>	<p>0.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>	<p>Addressed in the 20% reserve</p>	<p>0.00</p>	<p>Addressed in the 20% reserve</p>	<p>0.00</p>
<p>Addressing learning loss</p>	<p>Addressed in the 20% reserve</p>	<p>0.00</p>	<p>Addressed in the 20% reserve</p>	<p>0.00</p>

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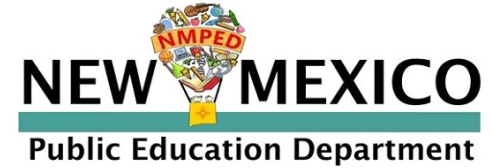
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	Continue employment of counselors, social workers, and custodial personnel to offset the loss in SEG from decreased enrollment; retention stipends and support for alternatively licensed personnel	1,501,412.93	Continue employment of counselors, social workers, and custodial personnel to offset the loss in SEG from decreased enrollment; retention stipends and support for alternatively licensed personnel	750,706.47
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.		0.00		0.00
<b>Sub Totals</b>		<b>2,445,412.93</b>		<b>1,222,706.47</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	7/27/2021	7/29/2021	8/9/2021	
Families	7/27/2021	7/29/2021	8/4/2021	
School and district administrators (including Special Education administrators)	7/27/2021	7/29/2021	7/29/2021	
Teachers	7/27/2021	7/29/2021		
Principals	7/27/2021	7/29/2021		
School leaders	7/27/2021	7/29/2021		
Other educators	7/27/2021	7/29/2021		
School support personnel	7/27/2021	7/29/2021		
Unions	7/27/2021	7/29/2021		
Tribes(if applicable)				

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Civil rights organizations (including disability rights organizations)	7/27/2021	7/29/2021	
Superintendents	7/27/2021	7/29/2021	
Charter school leaders (if applicable)			
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	7/27/2021	7/29/2021	7/29/2021
English learners	7/27/2021	7/29/2021	7/29/2021
Children experiencing homelessness	7/27/2021	7/29/2021	
Children in foster care	7/27/2021	7/29/2021	
Migratory students	7/27/2021	7/29/2021	
Children who are incarcerated	7/27/2021	7/29/2021	
Other underserved students	7/27/2021	7/29/2021	

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.

\*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.

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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	1,718,371.94	3.12	1.0312	0.00	51,991.08	1,718,371.94	1,666,380.86
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	Yes	3,436,743.87	3.12	1.0312	0.00	103,982.17	3,436,743.87	3,332,761.70

## 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>In the development of the ESSER III application, the district Equity Council was consulted in a special meeting dedicated to gathering their input on the formulation of the plan.</p> <p>&gt;The ESSER III application will be posted on <a href="http://www.bulldogs.org">www.bulldogs.org</a>. The district's contracted website designers help ensure our content is accessible.</p> <p>&gt;The district's special education department and clinical supervision team will provide opportunities for parental support meetings and trainings.</p> <p>&gt;At district bilingual parent meetings, information about the application will be provided to</p>

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parents and other stakeholders of potential support programs provided in this application.

>The intention of this application is to provide more accessible school-based social and emotional health supports for all students.

>The district will post and seek information from students, teachers, parents, and others who will benefit from participation in the program to overcome any obstacles that may occur including, but not limited to, transportation--provision of transportation, meeting times--flexibility of district offerings, notification of services--the district will use School Messenger, Remind, and Bright Arrow to text, call, and email potential participants and their families as well as using the local media (radio and newspaper) and social media (the district Twitter account).

>The district is working to seek solutions to the "just in time" tutoring in the secondary schools. Since schedules are set

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and teachers don't like losing their instructional time, we are looking to provide those tutoring and ancillary services before- and after-school, at lunch and during the classes itself with extra educational assistants.

Weekly PLC meetings for school departments will also be held in conjunction with bi-weekly principal meetings to solve potential problems that are unforeseen at this time.

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

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The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021	True
Please provide the link to the LEA's re-entry plan on the LEA's website	<a href="https://www.bulldogs.org/news/#SchoolReentryPlans">https://www.bulldogs.org/news/#SchoolReentryPlans</a> , Artesia Public Schools School Reentry
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