

# ARP Grant Application

2021-2022

ABQ SCHOOL OF EXCELLENCE



Contact Information		Budget Table	
<b>District</b>	ABQ SCHOOL OF EXCELLENCE	<b>ARP ESSER Award 2/3 rd Allocation</b>	1619697.58
<b>District Code</b>	516	<b>ARP ESSER Award 2/3 rd Debit</b>	1619697.58
<b>District Type</b>	State Charter	<b>ARP ESSER Award 2/3 rd Balance</b>	0.00
<b>Email Address</b>	jarias@abqse.org	<b>ARP ESSER Award 1/3 rd Allocation</b>	809848.79
<b>Phone Contact</b>	(805) 312-4203	<b>ARP ESSER Award 1/3 rd Debit</b>	809848.79
<b>Application Status</b>	Submit to State	<b>ARP ESSER Award 1/3 rd Balance</b>	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	<b>20 % of 2/3 Amount</b>	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	<b>20% of 1/3 Amount</b>
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).	Albuquerque School of Excellence aligned ESSER III funding to guarantee all students, free from discrimination based on race, color, national origin, sex, disability, and age, have access to interventional learning, social-emotional learning, and additional staff in Special Education. Therefore, we will utilize our ESSER III funding to	323,939.52	Albuquerque School of Excellence aligned ESSER III funding to guarantee all students, free from discrimination based on race, color, national origin, sex, disability, and age, have access to interventional learning, social-emotional learning, and additional staff in Special Education.	161,969.76

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pay our intervention teachers, two Social Workers, an onsite High School Counselor, Special Education, and Ancillary staff to support our students during and after school. We are exceeding the state 20% minimum requirement. Any remaining Salary will be distributed through other Federal and state funds such as IDEA-B to support our Ancillary Staff and Title I through IV to continue to support our Interventional teaching.

In 2019, Albuquerque School of Excellence modernized our Student Traditional Bell Schedule to extend Math and E.L.A. class time from 5 to 9 hours a week. Our goal to combat the learning gap due to the pandemic is to have our highly qualified teachers provide individualized instructional time through intervention. We believe equitable Tier I, II, III, Intervention learning for English

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and Math is essential for students' growth and address learning loss. According to the National Center for Education Evaluation and Regional Assistance, Tier I Intervention is provided to all classes. Tier II is provided to a small group of students who demonstrate learning problems after the screening. Tier III intervention is for students who need additional support after Tier II intervention (2009).

We are also observing behavioral, mental, and social adaptation issues due to this pandemic that could lead to potential barriers that interfere with learning. We have seen an increase in misbehavior in the hallways, vandalism in the bathrooms, fights due to miscommunications, bullying, social anxiety, depression, and other issues due to missed social interactions. A whole student approach and striving to become a character school that provides non-traditional

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disciplinary support to our students led by our School Behavior Counselor will enable us to mitigate potential barriers, improve implementation of Social Emotional Learning in our school, and monitor progress through surveys and one-on-one meetings throughout the year. Research has shown Character-based schools have promoted positive development and prevent social problems (Battistich,2002).

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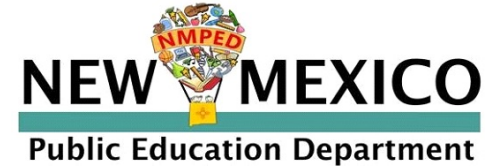
Activities to address the Social Emotional Needs of all students	Yes	89,129.70	Yes	89,129.70
Activities to address the Academic Needs of all students	Yes	234,809.82	Yes	72,840.06
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 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
<b>Sub Totals</b>		<b>323,939.52</b>		<b>161,969.76</b>

**Additional Reserve Funds (Optional)**

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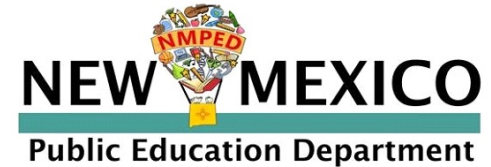


	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
<p>Funds above and beyond 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).</p>	<p>Albuquerque School of Excellence aligned ESSER III funding to guarantee all students, free from discrimination based on race, color, national origin, sex, disability, and age, have access to interventional learning, social-emotional learning, and additional staff in Special Education. Therefore, we will utilize our ESSER III funding to pay our intervention teachers, two Social Workers, an onsite High School Counselor, Special Education, and Ancillary staff to support our students during and after school. We are exceeding the state 20% minimum requirement. Any remaining Salary will be distributed through other Federal and state funds such as IDEA-B to support our Ancillary Staff and Title I through IV to continue to support our Interventional teaching.</p> <p>In 2019, Albuquerque School of Excellence modernized our Student Traditional Bell Schedule to extend Math and E.L.A. class time from 5 to 9 hours a week. Our goal to combat the learning gap due to the pandemic is to have</p>	<p>Albuquerque School of Excellence aligned ESSER III funding to guarantee all students, free from discrimination based on race, color, national origin, sex, disability, and age, have access to interventional learning, social-emotional learning, and additional staff in Special Education. Therefore, we will utilize our ESSER III funding to pay our intervention teachers, two Social Workers, an onsite High School Counselor, Special Education, and Ancillary staff to support our students during and after school. We are exceeding the state 20% minimum requirement. Any remaining Salary will be distributed through other Federal and state funds such as IDEA-B to support our Ancillary Staff and Title I through IV to continue to support our Interventional teaching.</p> <p>In 2019, Albuquerque School of Excellence modernized our Student Traditional Bell Schedule to extend Math and E.L.A. class</p>

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We are also observing behavioral, mental, and social adaptation issues due to this pandemic that could lead to potential barriers that interfere with learning. We have seen an increase in misbehavior in the hallways, vandalism in the bathrooms, fights due to miscommunications, bullying, social anxiety, depression, and other issues due to missed social interactions. A whole student approach and striving to become a character school that provides non-traditional disciplinary support to our students led by our School Behavior Counselor will enable us to mitigate potential barriers, improve implementation of Social Emotional Learning in our school, and monitor progress through surveys and one-on-one meetings throughout the year. Research has

time from 5 to 9 hours a week. Our goal to combat the learning gap due to the pandemic is to have our highly qualified teachers provide individualized instructional time through intervention. We believe equitable Tier I, II, III, Intervention learning for English and Math is essential for students' growth and address learning loss. According to the National Center for Education Evaluation and Regional Assistance, Tier I Intervention is provided to all classes. Tier II is provided to a small group of students who demonstrate learning problems after the screening. Tier III intervention is for students who need additional support after Tier II intervention (2009).

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	shown Character-based schools have promoted positive development and prevent social problems (Battistich,2002).		Counselor will enable us to mitigate potential barriers, improve implementation of Social Emotional Learning in our school, and monitor progress through surveys and one-on-one meetings throughout the year. Research has shown Character-based schools have promoted positive development and prevent social problems (Battistich,2002).	
Activities to address the Social Emotional Needs of all students	Yes	95,000.00	No	0.00
Activities to address the Academic Needs of all students	Yes	1,200,758.06	Yes	647,879.03
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



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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>1,295,758.06</b>		<b>647,879.03</b>

## Activities to Address Needs

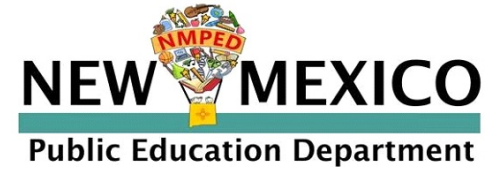
**Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

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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		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>		0.00		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
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff		0.00		0.00

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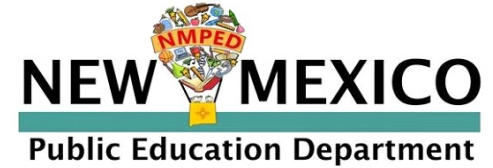
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.			
<b>Sub Totals</b>		<b>0.00</b>	<b>0.00</b>

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		9/30/2021	
Families		9/30/2021	
School and district administrators (including Special Education administrators)	8/27/2021	9/30/2021	
Teachers	8/27/2021	9/30/2021	
Principals	8/27/2021	9/30/2021	
School leaders	8/27/2021	9/30/2021	
Other educators	8/27/2021	9/30/2021	
School support personnel	8/27/2021	9/30/2021	
Unions		9/30/2021	
Tribes(if applicable)		9/30/2021	
Civil rights organizations (including disability rights organizations)		9/30/2021	
Superintendents	8/27/2021	9/30/2021	
Charter school leaders (if applicable)	8/27/2021	9/30/2021	
<b>Stakeholders representing the interests of:</b>			

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Children with disabilities	8/27/2021	9/30/2021	
English learners	8/27/2021	9/30/2021	
Children experiencing homelessness	8/27/2021	9/30/2021	
Children in foster care	8/27/2021	9/30/2021	
Migratory students	8/27/2021	9/30/2021	
Children who are incarcerated	8/27/2021	9/30/2021	
Other underserved students	8/27/2021	9/30/2021	

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.

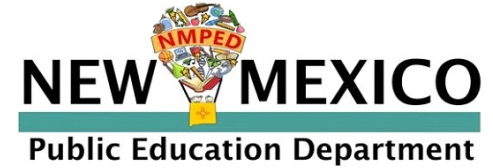
\*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

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>	No	809,848.79	4.57	1.0457	0.00	0.00	0.00	0.00

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<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	No	1,619,697.58	4.57	1.0457	0.00	0.00	0.00	0.00
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## 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><b>GEPA Rubric</b>                      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>One barrier to accessing aspects of the proposed spending plan for all national origins is providing appropriate translations into native languages.</p> <p>We will work to eliminate this barrier by having all documents translated to the appropriate language needed by each family. We are additionally partnering with organizations similar to Indian Health Services and First Nations to provide local support at our school for all families.</p>



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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><a href="https://www.abqse.org/">https://www.abqse.org/</a>, REENTRY PLANS MIDDLE TO BOTTOM OF PAGE</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>