

ARP Grant Application

2021-2022

MOUNTAINAIR PUBLIC SCHOOLS



Contact Information		Budget Table	
District	MOUNTAINAIR	ARP ESSER Award 2/3 rd Allocation	968244.24
District Code	082	ARP ESSER Award 2/3 rd Debit	968244.24
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	dapodaca@mpschoools.net	ARP ESSER Award 1/3 rd Allocation	484122.12
Phone Contact	505-847-2333x3001	ARP ESSER Award 1/3 rd Debit	484122.12
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

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<p>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).</p>	<p>MPS will use these funds to conduct outdoor learning opportunities for all MPS students who make up all subgroups identified. These opportunities will include but not limited to field trips, small group instruction, peer tutoring and stem activities. These funds will also be used to purchased outdoor equipment and shade structures to allow for outdoor learning year round.</p> <p>Both sites will fully implement a science club, a math club, a writing club. The intention is that the clubs will meet 1x a week for an hour and engage in small group, hands on activities.</p>	<p>193,648.85</p>	<p>The District will host a variety of families nights at all levels including ES, MS, and HS. The family nights will include presentations on Science, Math, Social Studies, and English. All presentations will include a variety of hands on activities with take aways for every participant. We will focus the monies on supplies, presenters, and meals to incentivize families to participate in the evening activities. \$40,000. We will need book bags from library supply to send books back and forth for Accelerated Reader. \$1000. Improve the MS/HS libraries inventory of low level/high interest chapter books that align with AR. We will create comfortable reading areas in the library and ELA classrooms.</p>	<p>96,824.42</p>
<p>Activities to address the Social Emotional Needs of all students</p>	<p>Yes</p>	<p>75,000.00</p>	<p>Yes</p>	<p>20,824.42</p>

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Activities to address the Academic Needs of all students	Yes	75,000.00	Yes	40,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	20,000.00	Yes	10,000.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	Yes	10,000.00
Students from low-income families	Yes	8,648.85	Yes	10,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	15,000.00	Yes	3,000.00
English learners	No	0.00	Yes	3,000.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		193,648.85		96,824.42

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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
Sub Totals		0.00		0.00

Activities to Address Needs

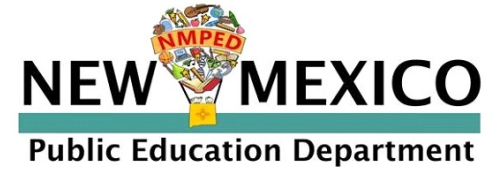
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	My custodial and maintenance team will attend facilities maintenance training to get more strategies on cleansing and disinfecting the school sites: 5 guys @ \$200 each x 3 trainings= \$3000	3,000.00		0.00

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<p>Purchasing supplies to sanitize and clean the LEA's facilities</p>	<p>Currently, we use a two part system. The first step is a cleaner and then we apply a disinfectant layer. The products are applied with an electrostatic sprayer with electrifies the ion particles that cover the entire surface area on which they are applied.</p>	<p>18,000.00</p>		<p>0.00</p>
<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>	<p>MPS will replace old, original drinking fountains with Elkay refrigerated bottle fillers in the District we need 7 at the Elementary and 2 in the corridor of the gym, each filler is \$1600=\$14,400.</p>	<p>14,400.00</p>	<p>Mountainair Elementary had a recent inspection by Poms&Associates on the 28 year old playground equipment. The report identified numerous safety issues including not ADA compliant, wrong material under the playground, no labels, wrong screws and bolts and worn parts. In order for the allow our students to engage in experiential learning outdoors on a safe structure, the structure and the material underneath all must be replaced and due to safe issues and non ADA compliance. The new set will include 2 new swing sets, 1 play structure to replace 2 old ones and new safety material on the ground.</p>	<p>250,000.00</p>

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<p>Improving indoor air quality</p>	<p>These funds will be used to purchase bio defense systems for the non-classroom areas such as cafeterias, libraries, offices, weight rooms, locker rooms and all 3 gyms. This amount is for 6 Synexis Sphere's @ \$1700 each, 14 Synexis Sentry's @ \$3300 each. I also wanted to include 3 years of maintenance and filters=\$24300. Replace the hvac system at the HS Cafeteria/weight room/corridor plus installation \$20,000.</p>	<p>104,000.00</p>		<p>0.00</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>To address the social emotional needs of our students and their lack of security and the feeling of being safe, we will install security cameras around the perimeter of the schools so that we can ensure our kids are safe especially because the covid protocols completely throw out the safe school procedures with open doors and windows. We would need 15 cameras, plus wiring and recording devices \$18,000 at the Elem. HS will need 10 cameras plus wiring/installation and recording device \$12,000.. Currently, when our students have a behavioral/emotional melt down, they go to cool off or blow off steam. This is down in the HS gym, where they run or shoot hoops to de-escalate themselves. They are in the gym in their regular street shoes. We</p>	<p>130,000.00</p>		<p>0.00</p>

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	<p>also highly encourage our students to participate in all athletics, which helps them establish positive role models, and relationships. The team building aspect of an athletic team allows for some normalcy in their lives. Our gym floor has to be resurfaced every year due to kids wearing their everyday shoes on the floor, resulting in the surface being worn off. This surface creates a safe playing, running, walking surface. Our floors can only be surfaced one more time. In order, to continue to be able to facilitate athletics and the social emotional de-escalation of our SWD kids we must have our floor redone. The cost for a gym floor is roughly \$100000.</p>			
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs</p>	<p>MPS would like to purchase laptop bags and carrying cases for the Ipad's. Laptop carrying cases: 135@\$25 ea= \$3375. Ipad carrying cases: 105 @ \$10= \$1050. Purchase Apple pens for all staff members, these will permit staff to more effectively utilize the technologies they have when having to teach remote. 40@\$130=\$5200.</p>	<p>9,625.00</p>		<p>0.00</p>

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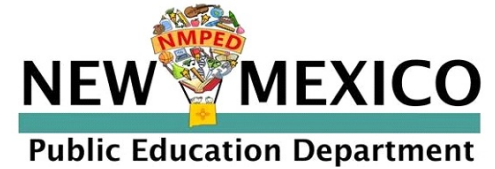


<p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p>	<p>Providing meals involves a lot of packaging costly roughly \$500/month, so I am budgeting for 24 months = \$12000. USDA enforces full PPE which has been costing \$500/yr times 3 = \$1500. In the past 9 months the fuel has cost \$1773.12 x 2 years= \$3546.24. Wear and tear on the delivery vehicles (oil and tires) \$6727.42. Mountainair ES needs a new steam table to replace a broken one with 4 wells serving hot and cold food \$8500</p>	<p>32,273.66</p>		<p>0.00</p>
<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Funds will be used to purchase 4 servers @\$2000 each that will replace our outdated, obsolete system components. MPS needs to replace our old, quomo boards with new classroom technology that will allow for interactive learning, plus will facilitate distance learning if the need arose. MPS will purchase 25 75" Interactive Displays at \$2800 a piece. MPS will purchase A3 licenses for all staff and students so they can have a yearly license for the full Microsoft office suite the cost is \$1000/yr x 3 years= \$3000. With our Cares monies, we were only able to purchase new laptops for the 11th and 12th graders and ipad's for all MS and ES students. Due to the inability of our students to access assessments and many aspects of</p>	<p>244,230.00</p>		<p>0.00</p>

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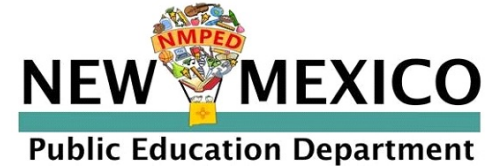


	<p>their electronic curriculums on the Ipad's, we need to move all Middle Schoolers plus 9th, 10th, and the new 11th graders to laptops. 100@\$1100=\$110,000. In the past 3 years, MPS was the recipient of hand me down computers (desk tops) from Estancia schools during their equipment rotation. We will purchase 20 desktops computers for the HS computer lab and 24 for the Elementary computer lab (44@ \$1,100=\$48,400), the reason for the replacement is that the equipment can't be updated any further and have far exceeded their life expectancy. We also need enhanced zoom subscriptions in order to have break out rooms 30 @ \$162 =\$4830.</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>These monies will be used to purchase educational materials, extrinsic incentives, and supplemental curriculums to address the social emotional deficits of all students Pk-12. These materials will support our PBIS, CKH and our Kagan programs.</p>	<p>22,809.70</p>		<p>0.00</p>

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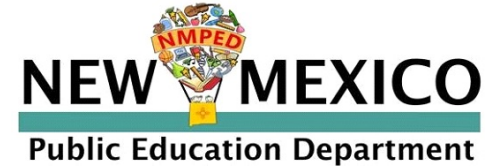


<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>	<p>MPS would like to offer an extensive science/math rich summer program with stem/coding and engineering opportunities. I would be hiring 4 teachers, 4 days a week for 5 weeks at \$40/hr x 6 hrs a day.\$19,200. The materials/supplies necessary to make this truly stem/engineering based \$2000/student x 20 students = \$40,000. The activity bus identified in column 2 will have a balance of \$50,000.</p>	<p>109,200.00</p>	<p>Mountainair will purchase a new activity bus that will allow us to safely transport students to field trips and off-site experiential learning centers. This will also permit our athletic teams to travel safely to events and enforce social distancing guidelines. We had one activity bus that just aged out.</p>	<p>111,104.18</p>
<p>Addressing learning loss</p>	<p>The District would like to purchase Owls that would allow the teachers to teacher and zoom simultaneously with the camera following the teacher for better viewing and remote learning experience. The owls cost \$1000 each X 24. Outdoor metal tables for learning 10x500=\$5000. For our ES students, we want to send home a book a month to encourage and promote a love for literacy and to help close the learning gap. Kinder-5th @\$315.00/each year X 3 years =\$5670.</p>	<p>34,670.00</p>		<p>0.00</p>
<p>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</p>		<p>0.00</p>		<p>0.00</p>

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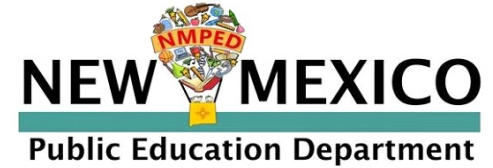
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.			
Sub Totals		722,208.36	361,104.18

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	9/7/2021	9/9/2021	9/27/2021	
Families	9/7/2021	9/9/2021	9/27/2021	
School and district administrators (including Special Education administrators)	9/7/2021	9/9/2021	9/27/2021	
Teachers	9/7/2021	9/9/2021	9/27/2021	
Principals	9/7/2021	9/9/2021		
School leaders				
Other educators	9/7/2021	9/9/2021	9/27/2021	
School support personnel				
Unions				
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)				
Superintendents	9/7/2021	9/9/2021	9/27/2021	
Charter school leaders (if applicable)				
Stakeholders representing the interests of:				

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Children with disabilities	9/7/2021	9/9/2021	
English learners			
Children experiencing homelessness			
Children in foster care	9/7/2021	9/9/2021	
Migratory students			
Children who are incarcerated			
Other underserved students	9/7/2021	9/9/2021	9/27/2021

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.

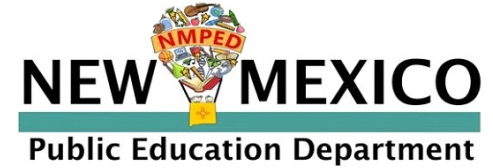
*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit 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
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	484,122.12	5.72	1.0572	0.00	26,193.52	484,122.12	457,928.60

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ARP ESSER 2/3 rd Indirect Cost Rate	Yes	968,244.24	5.72	1.0572	0.00	52,387.03	968,244.24	915,857.21
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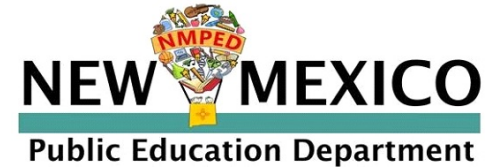
Required Information - GEPA

	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: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on 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 	<p>Mountainair Public Schools proposes to use the funds granted to us to purchase updated desktops for our students. Our students come from low socioeconomic homes where internet and technology are not readily available. Our District also has an above average number of students identified as "Special Needs," who with COVID experienced a widening of their academic gap. MPS will focus on closing the academic gap by implementing research-based literacy strategies. Mountainair Public Schools has begun implementing web-based curriculums across all grade levels. With the desktops, we will be able provide a multi-modal system of learning for all our students. We know that students learn best when information is presented in a</p>

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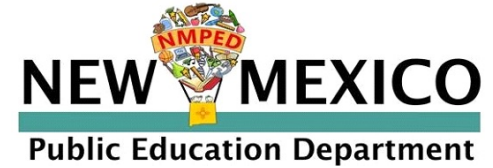


variety of ways. The desktops will not only provide all our students with access to current technology, teach them to type and compose documents electronically, but it will also allow us to make accommodations to the material being taught. The District will be able, with this Grant, to give our students equal opportunity in the job world of the future. With our CARES monies, we purchased mobile devices that provided all our students with access during COVID. We need to refresh our internal devices so that small group, center-based instruction can be fully implemented to aid with the implementation of MLSS. Mountainair also anticipates improving our outdoor structures so that outdoor learning can take place in a more appropriate, accessible setting.

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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>https://mountainairnm.sites.thrillshare.com/, https://mountainairnm.sites.thrillshare.com/</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>