

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



Contact Information		Budget Table	
<b>District</b>	SOUTHWEST SECONDARY LEARNING CENTER	<b>ARP ESSER Award 2/3 rd Allocation</b>	200779.41
<b>District Code</b>	531	<b>ARP ESSER Award 2/3 rd Debit</b>	200779.41
<b>District Type</b>	State Charter	<b>ARP ESSER Award 2/3 rd Balance</b>	0.00
<b>Email Address</b>	clutz@sslc-nm.com	<b>ARP ESSER Award 1/3 rd Allocation</b>	100389.71
<b>Phone Contact</b>	505-296-7677	<b>ARP ESSER Award 1/3 rd Debit</b>	100389.71
<b>Application Status</b>	Approve	<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).	As an LEA, Southwest Secondary Learning Center (SSLC) will utilize American Rescue Plan (ARP)/ESSERIII 20% reserve funds to address the needs of ALL students as we emerge from the COVID-19 pandemic. Beginning in August of 2018, SSLC undertook intense progress monitoring and data collection as part of on-going operations. Initially,	40,155.88	As an LEA, Southwest Secondary Learning Center (SSLC) will utilize American Rescue Plan (ARP)/ESSERIII 20% reserve funds to address the needs of ALL students as we emerge from the COVID-19 pandemic. Beginning in August of 2018, SSLC undertook intense progress monitoring and data	20,077.94

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



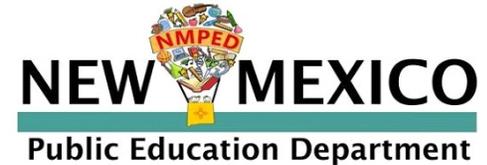
SSLC only monitored course completion rates for the total enrolled population. It quickly became evident that sub-population monitoring was necessary and now supports decision making for all funding allocations. SSLC, on a weekly basis, monitors eight sub-group populations for course completion rates: all students (control), regular education students, students new to the program, gifted students, Students with Disabilities/Individualized Education Plans (SWD/IEPs), English Language Learners (ELLs), Section 504 students, and Native American students. SSLC was designated as a school-wide Title I school several years ago and the school's economically disadvantaged rate hovers between 38 – 40%. During the pandemic, SSLC's rate for economically disadvantaged increased to 45% based on post-120-day enrollment numbers for fiscal year 21. With

collection as part of on-going operations. Initially, SSLC only monitored course completion rates for the total enrolled population. It quickly became evident that sub-population monitoring was necessary and now supports decision making for all funding allocations. SSLC, on a weekly basis, monitors eight sub-group populations for course completion rates: all students (control), regular education students, students new to the program, gifted students, Students with Disabilities/Individualized Education Plans (SWD/IEPs), English Language Learners (ELLs), Section 504 students, and Native American students. SSLC was designated as a school-wide Title I school several years ago and the school's economically disadvantaged rate hovers

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



the influx of CARES Act, ESSER I, II, and III, weekly data was evaluated for disparities between subgroups, and to support decision making regarding allocation of funds. Throughout the pandemic it was consistently noted that SWD/IEPs and Native American students remained behind their peers in course progress. When students do not finish coursework in a timely manner, graduation progress is impeded. Specifically, in late spring 2021 our data showed that only 44% of SWD and 64% Native American students were consistently on track to complete online coursework. This is compared to our “All Student” sub-population with 66% of students on track for course completion for the semester. SWD were finishing coursework at a rate 22% behind the total population data, and Native Americans were two percent behind their peers. With intense outreach and tutoring by the teaching

between 38 – 40%. During the pandemic, SSLC’s rate for economically disadvantaged increased to 45% based on post-120-day enrollment numbers for fiscal year 21. With the influx of CARES Act, ESSER I, II, and III, weekly data was evaluated for disparities between subgroups, and to support decision making regarding allocation of funds. Throughout the pandemic it was consistently noted that SWD/IEPs and Native American students remained behind their peers in course progress. When students do not finish coursework in a timely manner, graduation progress is impeded. Specifically, in late spring 2021 our data showed that only 44% of SWD and 64% Native American students were consistently on track to complete online coursework. This is

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



staff, this gap was closed by the end of the school year. Please see “Final Course Completion Data Spring of 2021” in document uploads. SSLC was able to close the achievement gap to a large degree, but students still suffered from loss of learning and interruption of graduation progress. Southwest Secondary Learning Center (SSLC) staff and Governance Council review student academic progress data collected on a weekly basis. This data is used to guide allocation of funds from federal and state grants, special capital outlay, and the yearly budgeting process. As indicated in the US Department of Education’s document, Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments (Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments), the first step in strengthening and monitoring strong interventions is identifying local needs (page

compared to our “All Student” sub-population with 66% of students on track for course completion for the semester. SWD were finishing coursework at a rate 22% behind the total population data, and Native Americans were two percent behind their peers. With intense outreach and tutoring by the teaching staff, this gap was closed by the end of the school year. Please see “Final Course Completion Data Spring of 2021” in document uploads. SSLC was able to close the achievement gap to a large degree, but students still suffered from loss of learning and interruption of graduation progress. Southwest Secondary Learning Center (SSLC) staff and Governance Council review student academic progress data collected on a weekly basis. This data is used to guide allocation of

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



3 and 4). Collecting weekly data on all student populations and sub-groups, SSLC can swiftly intervene and make course corrections that best serve our students and community at large. Funding then can follow the identified community needs. In addition to gathering weekly progress data, SSLC sought other stakeholder (staff, students, and parents) input throughout the summer of 2021 to capture community thoughts regarding school and community needs. Please see the program consultation section.

During the availability of ARP funding SSLC will provide free summer programs to all students. This will include credit recovery with an emphasis on math, and English Language Arts. Per the US Department of Education's Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, page 14, the most effective programs are delivered by trained

funds from federal and state grants, special capital outlay, and the yearly budgeting process. As indicated in the US Department of Education's document, Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments (Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments), the first step in strengthening and monitoring strong interventions is identifying local needs (page 3 and 4). Collecting weekly data on all student populations and sub-groups, SSLC can swiftly intervene and make course corrections that best serve our students and community at large. Funding then can follow the identified community needs. In addition to gathering weekly progress data, SSLC sought other stakeholder (staff,

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



educational professionals with high dose tutoring. SSLC will provide an in-person summer school staffed by a licensed Math, English and Special Education teacher to support online coursework and credit recovery. This program will run in the month of June, two hours per day, with the ability to provide one-on-one tutoring. To support students with disabilities, a certified Special Education teacher will be included in the summer learning program. In the publication, Promising Practices to Accelerate Learning for Students with Disabilities During COVID-19 and Beyond, it is recommended that students with disabilities be educated alongside their peers and to prioritize inclusion. Providing a Special Education teacher to the summer program provides equitable access to the online curriculum in the summer months.

In addition, SSLC will offer free

students, and parents) input throughout the summer of 2021 to capture community thoughts regarding school and community needs. Please see the program consultation section. During the availability of ARP funding SSLC will provide free summer programs to all students. This will include credit recovery with an emphasis on math, and English Language Arts. Per the US Department of Education's Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, page 14, the most effective programs are delivered by trained educational professionals with high dose tutoring. SSLC will provide an in-person summer school staffed by a licensed Math, English and Special Education teacher to

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



program choices to enrolled students in summer Physical Education and Smart Lab (technology lab) electives to support re-engagement and accelerate learning. Providing summer “Acceleration Camps” in areas of high interest (robotics, coding, and animation) will provide ALL students and opportunity to learn relevant career and technical education skills for the future. Smart Lab electives provide equitable access to high quality instructional technology to all students and provide them with useful and relevant skills for post-secondary opportunities. See the US Department of Education COVID-19 Handbook: Road Map to Reopening Safely and Meeting all Students’ Needs. On page 25 it is noted that too many students, including English learners, students of color, students in rural or tribal communities, and students from low-income backgrounds, have less access

support online coursework and credit recovery. This program will run in the month of June, two hours per day, with the ability to provide one-on-one tutoring. To support students with disabilities, a certified Special Education teacher will be included in the summer learning program. In the publication, Promising Practices to Accelerate Learning for Students with Disabilities During COVID-19 and Beyond, it is recommended that students with disabilities be educated alongside their peers and to prioritize inclusion. Providing a Special Education teacher to the summer program provides equitable access to the online curriculum in the summer months.

In addition, SSLC will offer free program choices to enrolled students in

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



to the internet, digital devices, and high-quality, technology-enabled learning experiences focused on inquiry, collaboration, and content creation. Opening our well-equipped technology lab to all students will help student bridge the digital divide and expose students to career skills needed for future employment.

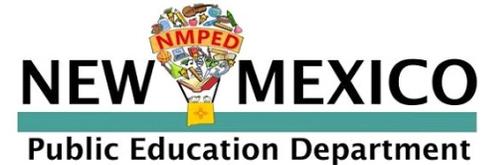
To address the social and emotional needs of students, SSLC currently employees a part-time (.2 FTE) counselor. Southwest Secondary will use a portion of the Reserve 20% funds to Increase the counselor position to a 1.0 FTE for the next two school years. The Department of Education’s Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time publication states “an LEA may use ESSER funds to provide mental health services and supports for students and their families, teachers, and LEA staff who are experiencing COVID-19

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# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



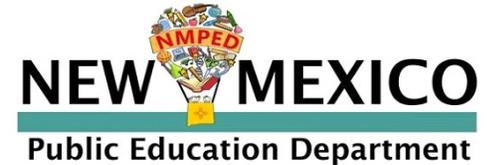
pandemic-related trauma, including students who were experiencing trauma prior to the pandemic that may have been exacerbated by the pandemic” (p. 10). All students can benefit from the funding of a counselor position, but the effects of the COVID-19 pandemic disproportionately effects students who are economically disadvantaged, students of color, and students with disabilities. Funding of a counselor position can provide a bridge between the academic needs of students to community support systems and mental health services. Due to the disruption of normal routines and family life, it was noted in the same publication that 75 percent of educators strongly agree that “social and emotional support for students has never been more important.” SSLC is committed to the fact that students can only learn when basic physical and emotional needs are met. Using ARP funds to support

communities, and students from low-income backgrounds, have less access to the internet, digital devices, and high-quality, technology-enabled learning experiences focused on inquiry, collaboration, and content creation. Opening our well-equipped technology lab to all students will help student bridge the digital divide and expose students to career skills needed for future employment. To address the social and emotional needs of students, SSLC currently employees a part-time (.2 FTE) counselor. Southwest Secondary will use a portion of the Reserve 20% funds to Increase the counselor position to a 1.0 FTE for the next two school years. The Department of Education’s Strategies for Using American Rescue Plan Funding to Address

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



student's social-emotional needs while on campus is a necessity. To assess the short-term effectiveness of the identified interventions, Southwest Secondary Learning Center (SSLC) staff will meet in cross-curricular Professional Learning Communities (PLC's) to assess weekly progress and short-cycle performance data. Reviewing weekly data emphasizing immediate intervention should result in a) higher course completion rates during the semester, b) smaller discrepancies between sub-group populations course progress, and c) an increase in short-cycle academic performance scores. In supporting SSLC students with a full-time counselor, students' social-emotional needs will be addressed more expediently and effectively. When student's social-emotional needs are met, academic progress can be made. Successful academic progress results in greater

the Impact of Lost Instructional Time publication states "an LEA may use ESSER funds to provide mental health services and supports for students and their families, teachers, and LEA staff who are experiencing COVID-19 pandemic-related trauma, including students who were experiencing trauma prior to the pandemic that may have been exacerbated by the pandemic" (p. 10). All students can benefit from the funding of a counselor position, but the effects of the COVID-19 pandemic disproportionately effects students who are economically disadvantaged, students of color, and students with disabilities. Funding of a counselor position can provide a bridge between the academic needs of students to community support systems and

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



graduation rates. Evaluation of course progress data, short-cycle academic assessments, and graduation data over the next two to three years will provide evidence of the efficacy of selected interventions.

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# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



should result in a) higher course completion rates during the semester, b) smaller discrepancies between sub-group populations course progress, and c) an increase in short-cycle academic performance scores. In supporting SSLC students with a full-time counselor, students' social-emotional needs will be addressed more expediently and effectively. When student's social-emotional needs are met, academic progress can be made. Successful academic progress results in greater graduation rates. Evaluation of course progress data, short-cycle academic assessments, and graduation data over the next two to three years will provide evidence of the efficacy of selected interventions.

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



Activities to address the Social Emotional Needs of all students	Yes	25,155.88	Yes	5,077.94
Activities to address the Academic Needs of all students	Yes	15,000.00	Yes	15,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	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>40,155.88</b>		<b>20,077.94</b>

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



## 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

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
<b>Sub Totals</b>		<b>0.00</b>		<b>0.00</b>

## Activities to Address Needs

**Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.**

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	<b>2/3 Amount Allocations</b>		<b>1/3 Amount Allocations</b>	
	<b>Narrative</b>	<b>Amount</b>	<b>Narrative</b>	<b>Amount</b>
Elementary and Secondary Education Act (ESEA)		0.00		0.00

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



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

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



## 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

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER

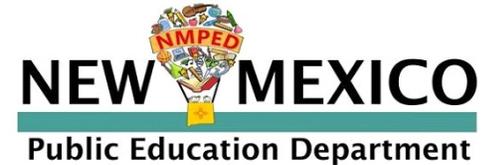


Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
Improving indoor air quality	In effort to support the building of trust with families to return to in-person learning, Southwest Secondary Learning Center (SSLC) has made significant efforts to improve the indoor air quality. These efforts include HEPA filtration units, and ensuring that all dampers do not restrict air flow. Per our current Facilities Master Plan (new as of January 2019) HVAC systems received a Priority 4 designation for replacement in 6-10 years. With the onset of the COVID 19 pandemic the priority level of HVAC replacement needs to be reassigned a greater priority level than the 6-10 year recommendation for replacement. To support building trust with the caregiver community, SSLC leadership in consultation with its Governing Council, and other stakeholders, a more appropriate HVAC priority designation would be a 1 or 2. This would require an upgrade to our HVAC system in the next 1-3 years. SSLC's current location is	42,123.53	In effort to support the building of trust with families to return to in-person learning, Southwest Secondary Learning Center (SSLC) has made significant efforts to improve the indoor air quality. These efforts include HEPA filtration units, and ensuring that all dampers do not restrict air flow. Per our current Facilities Master Plan (new as of January 2019) HVAC systems received a Priority 4 designation for replacement in 6-10 years. With the onset of the COVID 19 pandemic the priority level of HVAC replacement needs to be reassigned a greater priority level than the 6-10 year recommendation for replacement. To support building trust with the caregiver community, SSLC leadership in consultation with its Governing Council, and other stakeholders, a more appropriate HVAC priority designation would be a 1 or 2. This	20,311.77

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



approximately 50 years old with no upgrades to the HVAC since 2001. SSLC also extensively researched and sought advice from our current HVAC maintenance vendor, TLC Heating and Cooling, to support our March 1, 2021 reopening. The cooling/heating units were upgraded from MERV 8 to MERV 9 filters prior to reopening, the highest filtration level TLC was comfortable with installing per the age of the units. To assure the safe return of students to in-person learning, 21% of the total ARP/ESSER III funds are being designated towards supporting upgrading ventilation needs. Referencing the United States Department of Education's Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, providing ALL students with equal access to safe, high-quality, in-person learning begins with reestablishing trust with caregivers so that students may return to in-person learning safely and effectively. The need for quality ventilation systems was listed as a top priority in the following document:

(<https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf>, page

would require an upgrade to our HVAC system in the next 1-3 years. SSLC's current location is approximately 50 years old with no upgrades to the HVAC since 2001. SSLC also extensively researched and sought advice from our current HVAC maintenance vendor, TLC Heating and Cooling, to support our March 1, 2021 reopening. The cooling/heating units were upgraded from MERV 8 to MERV 9 filters prior to reopening, the highest filtration level TLC was comfortable with installing per the age of the units. To assure the safe return of students to in-person learning, 21% of the total ARP/ESSER III funds are being designated towards supporting upgrading ventilation needs. Referencing the United States Department of Education's Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, providing ALL students with equal access to safe, high-quality, in-person learning begins with reestablishing trust with caregivers so that students may return to in-person learning safely and effectively. The need for quality ventilation systems was listed as a top

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



	6).		priority in the following document: ( <a href="https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf">https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf</a> , page 6).	
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	<p>The funds set aside for social work will be used towards additional contract hours in years 2 and 3 to maintain support for these students as they reengage in school and work towards graduation.</p> <p>Southwest Secondary Learning Center will use ESSER funds to provide for additional mental health services beyond what is currently contracted. Additional counselor and social worker hours will allow supports for all students, but specifically those hit hardest by the Covid-19 pandemic and related stressors and/or trauma, including students who are economically disadvantaged, English language learners, students with disabilities, and those from ethnic minorities or experiencing homelessness.</p> <p>The Department of Education’s Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time publication states “an LEA may use ESSER funds to provide mental health services and</p>	30,000.00

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER

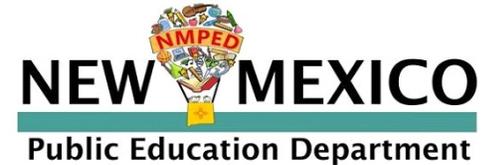


			supports for students and their families, teachers, and LEA staff who are experiencing COVID-19 pandemic-related trauma, including students who were experiencing trauma prior to the pandemic that may have been exacerbated by the pandemic” ( <a href="https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf">https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf</a> , p. 10).	
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	Currently, Southwest Secondary Learning Center’s (SSLC) enrollment stands at approximately 150 with approximately 40% - 42% free and reduced lunch qualified students. Current inventory of Chromebooks that are serviceable and updating is 60 new devices purchased in January of 2021. The school does utilize the older devices on hand when needed, but the school does not have sufficient devices to provide all students a computing device in the case of a long term closure due to COVID 19. During the 2020 -2021 school year, only one student/family requested assistance with connectivity. Consistent	12,500.00		0.00

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



with the New Mexico Public Education Department (NMPED) and the US Department of Education's 2021 ED COVID-19 Handbook, bridging the digital divide remains a priority focus. Anecdotal observation indicates that at risk students to include economically disadvantaged, students with disabilities, English language learners, and underrepresented populations, requested devices at a greater rate than their counterparts during the COVID-19 Pandemic. The dollar amount requested will allow SSLC to purchase one additional Chromebook cart (30 devices at \$400.00 each, and one charging cart at \$500.00) to prepare for potential long-term closures. In the event of no long-term closures, the Chromebooks and cart will be utilized to furnish a new portable classroom in the future. The cost per unit does not exceed the \$5000.00 federal limit. Chromebooks allow for the use of Google Docs, streaming of the online curriculum, and use of Zoom to access content teachers. These capabilities are critical to support a quick return to remote learning if needed. Common Sense Media reported that as many 16 million K-12 public school students live in households

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



	<p>without internet or adequate computing devices  <a href="https://www.common sense media.org/about-us/news/press-releases/k-12-student-digital-divide-much-larger-than-previously-estimated-and">https://www.common sense media.org/about-us/news/press-releases/k-12-student-digital-divide-much-larger-than-previously-estimated-and</a>). Although a single Chromebook cart will not close the digital divide nationally, it will put one small dent our need to be agile in a possible return to full remote learning.</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 <b>(see above for additional requirements for this activity)</b></p>	<p>Southwest Secondary Learning Center utilizes an online model with in-person sessions in a computer lab setting to access course work and individualized instruction as needed. Students with disabilities and English language learners receive additional supports in a small group setting, and all 9th grade students attend subject intensive classes in both English and Math to supplement the online instruction. The student devices used in the labs on campus are hard wired and not portable. Our current inventory of Chromebooks that are serviceable and updating is 60 new devices purchased in January of 2021. These are split among 3 classrooms. Funds will be used to purchase 15 additional Chromebooks (\$400 each) to ensure 1:1 devices for students participating in small group</p>	6,000.00	0.00

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



	<p>and subject intensive instruction. The ED Covid 19 Handbook published by the US Department of Education suggests using technology to support 1:1 and small group instruction as students return to in-person learning (<a href="https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/ED-COVID-19-Handbook-vol-2-2021.pdf">https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/ED-COVID-19-Handbook-vol-2-2021.pdf</a>, p. 29).</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>0.00</p>	<p>The funds set aside for a counselor will be used to fund additional counselor hours beyond what is currently contracted in year 3 (year 2 is addressed in another section). This will allow on-going support as students reengage in school and work towards graduation.</p> <p>Southwest Secondary Learning Center will use ESSER funds to provide for additional mental health services beyond what is currently contracted. Additional counselor and social worker hours will allow supports for all students, but specifically those hit hardest by the Covid-19 pandemic and related stressors and/or trauma, including students who are economically disadvantaged, English</p>	<p>30,000.00</p>

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER

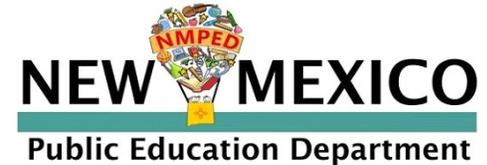


			<p>language learners, students with disabilities, and those from ethnic minorities or experiencing homelessness.</p> <p>The Department of Education’s Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time publication states “an LEA may use ESSER funds to provide mental health services and supports for students and their families, teachers, and LEA staff who are experiencing COVID-19 pandemic-related trauma, including students who were experiencing trauma prior to the pandemic that may have been exacerbated by the pandemic” (<a href="https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf">https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf</a>, p. 10).</p>	
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	SSLC has allocated funds to partially fund an additional 1.0 FTE math teacher to support student learning in years 2 and 3 and prevent a reduction-in-force. Southwest Secondary Learning Center is	100,000.00		0.00

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



committed to providing supports to students as they reengage in school. In our unique program, students receive the majority of core class instruction online, but many struggle with math concepts and seek additional assistance from a content teacher. SSLC has experienced declining enrollment due to the pandemic and could be facing a reduction-in-force due to lower enrollment. SSLC will use ESSER funds to ensure the retention of an additional math teacher to provide supports to students 1:1 and in small group. A math teacher is regularly scheduled to work in small groups with students with disabilities and English language learners, and having additional personnel reduces the wait time for all students seeking assistance.

In Adapting a Cardinal Rule of Finance Five Strategies for Using One-Time Federal Funding on School Staffing published by WestEd, it is recommended to “invest in the longer-term vision” (p. 5-6) to establish a robust personnel of staff who could remain in their position.

([https://www.wested.org/wp-content/uploads/2021/06/Brief-2\\_06-21-2021\\_Federal-COVID-Relief-Aid.pdf](https://www.wested.org/wp-content/uploads/2021/06/Brief-2_06-21-2021_Federal-COVID-Relief-Aid.pdf)).

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



	<p>Further, the US Department of Education’s publication Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time outlines using funds for staffing teachers to “work directly or in small groups with students” who have the greatest need (<a href="https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf">https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf</a>, p. 16).</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>				
<b>Sub Totals</b>		<b>160,623.53</b>		<b>80,311.77</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	7/6/2021	9/9/2021		
Families	7/6/2021	7/16/2021	9/9/2021	
School and district administrators (including Special Education administrators)	7/6/2021	9/3/2021	9/9/2021	
Teachers	7/6/2021	9/3/2021	9/9/2021	
Principals				

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



School leaders	7/6/2021	9/3/2021	9/9/2021
Other educators			
School support personnel	7/6/2021	9/3/2021	9/9/2021
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)	6/16/2021	7/21/2021	8/18/2021
Superintendents			
Charter school leaders (if applicable)	6/16/2021	8/18/2021	9/9/2021
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	7/6/2021	9/3/2021	9/9/2021
English learners	7/6/2021	9/3/2021	9/9/2021
Children experiencing homelessness	7/6/2021	9/3/2021	9/9/2021
Children in foster care			
Migratory students			
Children who are incarcerated			
Other underserved students	7/6/2021	9/3/2021	9/9/2021

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.

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



\*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	100,389.71	8	1.08	0.00	0.00	0.00	0.00
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	No	200,779.41	8	1.08	0.00	0.00	0.00	0.00

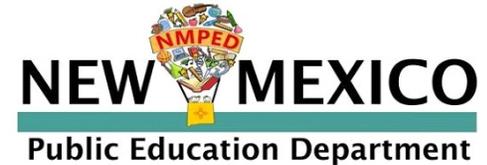
## Required Information - GEPA

	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>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                      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>	<p>As a recipient of both federal and state funding, Southwest Secondary Learning Center’s nondiscrimination policy and overarching philosophy is guided by Article A.04 in the Governing Board Policy Manual (current as of September 2021) and states: Southwest Secondary Learning Center affirms its commitment to providing equal treatment of all its students, parents and employees. Neither Southwest Secondary Learning Center nor the Board shall discriminate against any student, parent, or employee on the basis of race, age, religion, color, national origin, ancestry, sex, physical or mental handicap, serious medical condition, sexual orientation, gender identity, or</p>

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



- 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

any other basis protected by law, with respect to his/her rights, privileges, programs, activities, and/or in the administration of its education programs and/or athletics/extracurricular activities.

In particular, the governing council, administration, staff and faculty commit to ensuring the equal access of enrollment, the curriculum, programs, services, technology, and opportunities to learn for all students. To ensure that all sub-populations are represented equally in the ability to access learning opportunities, SSLC monitors course progress on a weekly basis. This allows for analysis of school goals against actual data. Administration and staff on a weekly basis evaluate the data collected to discuss root causes of disparities in the data. To close learning gaps amongst sub-populations SSLC would address these barriers to success and access by considering:

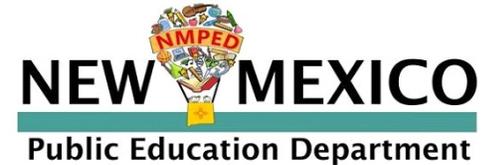
1. For Students: language proficiency, disabilities, transportation, access to technology and connectivity, social and emotional disruptions to learning, connections to adult mentors on campus, safety in the school environment, stability in housing and/or food, migratory status, foster care status etc. This list is not meant to be all inclusive.

2. For Teachers: Access to quality professional development, access to technology and connectivity, supports needed from

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



administration on governing body, access to high quality instructional materials, supports for personal well-being/care, time for collaboration. This list is not meant to be all inclusive.

3. For Parents: two-way communication efforts to seek stakeholder input, communication from both faculty and administration, open-door policy, friendly access to supports needed for student success, access to public input with the governing body, grievance policies. This list is not meant to be all inclusive.

By using data to first identify gaps in achievement, the school and its staff may then use root cause analysis to determine why the gaps exist. Once the problem is identified, with support of quantitative evidence, it allows the school to address and remove barriers to obtaining an equitable education for ANY and ALL identified sub-population needing attention. Please see an example of data collection for the spring of 2021 in Document Upload. This type of data collection is done weekly/monthly and drives all decision making processes.

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(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>	False	
<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>	True	

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



## Instructions:

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

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

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

First Posting

<https://sslc-nm.com/secondary/announcements/southwest-secondary-spring-2021-re-entry-model-for-arp-esser-iii/>, Southwest Secondary Learning Center Spring 2021 Reentry Plan

# ARP Grant Application

2021-2022

SOUTHWEST SECONDARY LEARNING CENTER



Second Posting (if needed*)	<a href="http://sslc-nm.com/secondary/wp-content/uploads/sites/3/2021/12/SSLC-LEA-Plan-for-Safe-Return-to-In-person-Instruction-and-Continuity-of-Services-12.3.21.pdf">http://sslc-nm.com/secondary/wp-content/uploads/sites/3/2021/12/SSLC-LEA-Plan-for-Safe-Return-to-In-person-Instruction-and-Continuity-of-Services-12.3.21.pdf</a> , SSLC Safe Return to In Person Instruction 12.3.21	12/3/2021
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
Seventh Posting (if needed*)		
Eighth Posting (if needed*)		
The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021		True
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)		True

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

District	Date	Please provide a link to the LEA s ARP ESSER III application on the LEA s website
SOUTHWEST SECONDARY LEARNING CENTER	9/30/2021	<a href="https://sslc-nm.com/secondary/covid-news/">https://sslc-nm.com/secondary/covid-news/</a> , American Rescue Plan/ESSER III Application