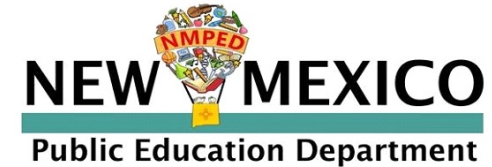


# ARP Grant Application

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SOUTHWEST PREPARATORY LEARNING CENTER



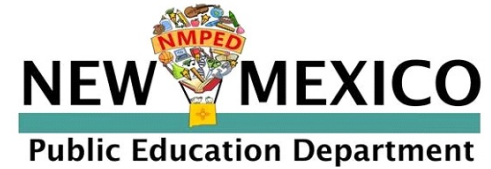
Contact Information		Budget Table	
District	SOUTHWEST PREPARATORY LEARNING CENTER	ARP ESSER Award 2/3 rd Allocation	311112.72
District Code	530	ARP ESSER Award 2/3 rd Debit	311112.72
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	jcossey@sslc-nm.com	ARP ESSER Award 1/3 rd Allocation	155556.36
Phone Contact	505-296-7677	ARP ESSER Award 1/3 rd Debit	155556.36
Application Status	Submit to State	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	In order to expend the 20% of ARP funds set aside to address learning loss, Southwest Preparatory plans to target student needs through the implementation of social, emotional intervention and supports. The largest expenditure in this category will heighten the school's ability to provide mental health services	62,222.54	Students with identified disabilities under IDEA-B make up the vast majority of the traditionally underrepresented student subgroups in attendance at Southwest Preparatory. The school will expend \$31,111.27 to partially cover the salary and benefits of an additional	31,111.27

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through an increase in counseling services. The \$58,000 reserve will allow Southwest Preparatory to provide additional counseling capacity by covering a portion of the salary and benefits for personnel that will work with all students, and to direct resources specifically to those subgroups most effected by the COVID-19 pandemic, to include economically disadvantaged students, English language learners, students with disabilities, and those from ethnic minorities.

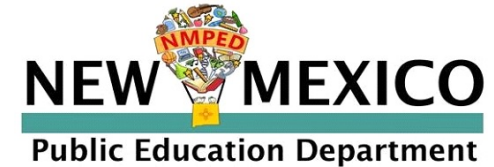
The U.S. Department of Education's Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time publication provides the basis for this allocation where it states that "an LEA may use ESSER funds to provide mental health services and supports for students and their families, teachers, and LEA staff who are experiencing COVID-19 pandemic-related trauma, including students who

special education teacher to allow for higher intensity services via reduced student to teacher ratios.

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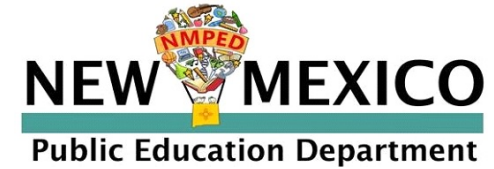
were experiencing trauma prior to the pandemic that may have been exacerbated by the pandemic” (<https://www2.ed.gov/documents/coronaviruses/lost-instructional-time.pdf>, p. 10).

The Department of Education’s Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time publication addresses the need to support students’ social and emotional health to help them understand that these skills “are the foundation for participating in a democracy and should be anchor tenets in building a schoolwide system of educational opportunity” (<https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/ED-COVID-19-Handbook-vol-2-2021.pdf>, page 9). To address this need, Southwest Preparatory will expend funds in the amount of \$4,222.54 to cover a portion of

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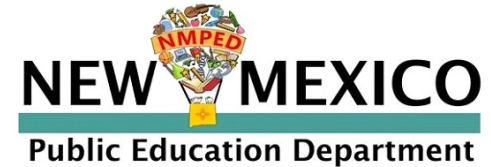


	the expense associated with purchasing a curriculum that specifically supports social, emotional health and emotional competency through the utilization of culturally responsive practices which have been proven effective for all student subgroups.			
Activities to address the Social Emotional Needs of all students	Yes	4,222.54	No	0.00
Activities to address the Academic Needs of all students	No		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:	Yes	58,000.00	No	
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	0.00	No	0.00
Students from low-income families	Yes	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"))	Yes	0.00	Yes	31,111.27
English learners	Yes	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	Yes	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
<b>Sub Totals</b>		<b>62,222.54</b>		<b>31,111.27</b>

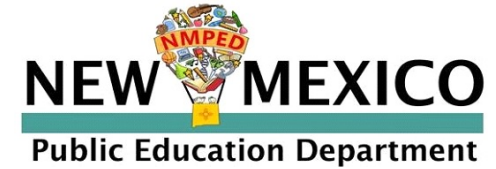
## Additional Reserve Funds (Optional)

	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

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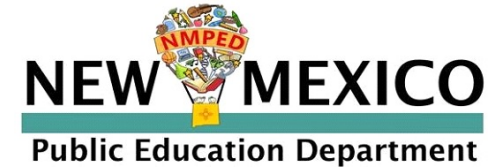


Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible 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>0.00</b>		<b>0.00</b>

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## Activities to Address Needs

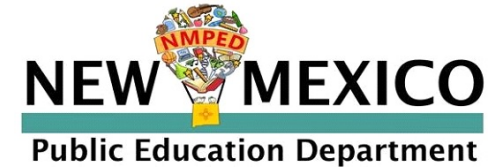
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19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

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
Individuals with Disabilities Education Act (IDEA)				
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		0.00		0.00



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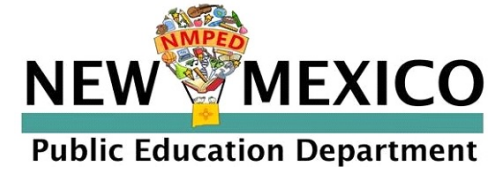


Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	Students with identified disabilities under IDEA-B make up the vast majority of the traditionally underrepresented student subgroups in attendance at Southwest Preparatory. The school will expend \$8,890.18 to partially cover the salary and benefits in year one of an additional special education teacher to allow for higher intensity services via reduced student to teacher ratios.	8,890.18	Students with identified disabilities under IDEA-B make up the vast majority of the traditionally underrepresented student subgroups in attendance at Southwest Preparatory. The school will expend \$71,500 to cover the salary and benefits of an additional special education teacher in year two and another \$52,945.09 to partially cover the salary and benefits in year three to allow for higher intensity services via reduced student to teacher ratios.	124,445.09
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 (see above for additional requirements for this activity)		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	Southwest Preparatory Learning Center is committed to providing supports to students as they reengage in school. The start of the 2021-2022 year has illustrated the need for additional social, emotional supports to assist students in navigating relationships with both peers and adults, managing school	240,000.00		0.00

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expectations, and participating in, as well as contributing to, a positive school culture and environment. Southwest Preparatory will expend funds across three years to provide a dedicated staff member to serve as a coach for both teachers and students. The staff member will work directly in classrooms with teachers to model and implement SEL supports, coordinate MLSS and Positive Behavioral Interventions and Supports, and serve as a liaison for family and community engagement while providing discipline and reporting support to administration.

Year one partial salary and benefits  
=\$50,000

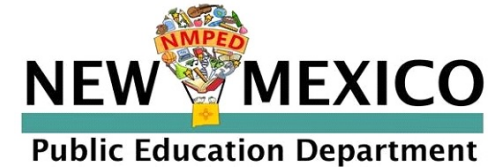
Years two and three full salary and  
benefits =\$95,000 per

The Department of Education's ED Covid-19 Handbook states "School communities implementing a social emotional approach on a schoolwide basis for the first time, or that are in the early stages of this work will need to consider how to provide extensive professional development for educators on how to effectively implement programs alongside other school staff, such as school counselors and

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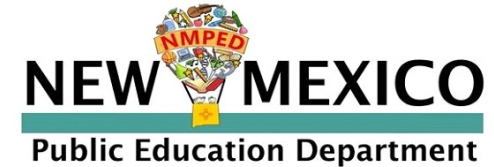
	afterschool staff to ensure coordination and appropriate support.” The SEL/Curriculum Coach will work directly with teachers to facilitate consistent implementation of SEL supports, promote fidelity, and evaluate data to address students’ needs ( <a href="https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/ED-COVID-19-Handbook-vol-2-2021.pdf">https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/ED-COVID-19-Handbook-vol-2-2021.pdf</a> , page 10).			
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>248,890.18</b>		<b>124,445.09</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	9/27/2021	9/30/2021	
Families	7/27/2021	8/19/2021	9/28/2021
School and district administrators (including Special Education administrators)	9/17/2021	9/30/2021	
Teachers	9/17/2021	9/30/2021	
Principals	9/17/2021	9/30/2021	

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School leaders	9/17/2021	9/30/2021	
Other educators			
School support personnel	9/17/2021	9/30/2021	
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents			
Charter school leaders (if applicable)			
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	9/17/2021	9/30/2021	
English learners	9/17/2021	9/30/2021	
Children experiencing homelessness	8/19/2021	9/28/2021	
Children in foster care			
Migratory students			
Children who are incarcerated			
Other underserved students			

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.

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\*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.

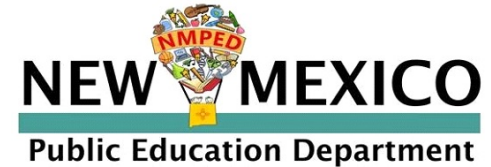
Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
<b>ARP ESSER 1/3 rd Indirect Cost Rate</b>	No	155,556.36	8	1.08	0.00	0.00	0.00	0.00
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	No	311,112.72	8	1.08	0.00	0.00	0.00	0.00

Required Information - GEPA	
<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> <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</li> </ul>	<p>Required Narrative</p> <p>At Southwest Preparatory, the principle expenditures of funds awarded under the American Rescue Plan are focused on identifying and remediating the social and emotional impact that the COVID-19 pandemic has had on students and families in addition to allotting funds to serve the academic learning loss of the school's most historically underserved subpopulation, students with disabilities. In response to the U.S. Departments of Education's</p>

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criteria such as gender, race, color, national origin, (dis)ability, and age

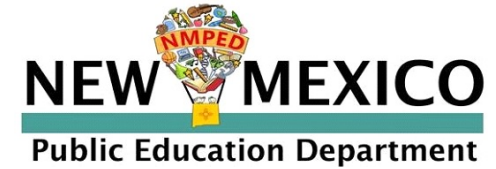
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

General Education Provisions Act (GEPA), and specifically Section 427 of said Act, the school has identified few potential barriers to the implementation of the program for which the school is applying. The funds expended for a counselor will provide on-site mental health services for students from all subgroups in addition to outside resources for their families. The addition of special education staff, over and above that required to serve students under a traditional FTE staffing model, will ensure that Southwest Preparatory is able to utilize the State's MLSS framework to not only serve students with identified disabilities, but also to remediate the learning loss of other subgroups of students, including English language learners, minority students, and those who are suffering from the effects of economic disadvantage. The staffing of additional personnel to implement social, emotional

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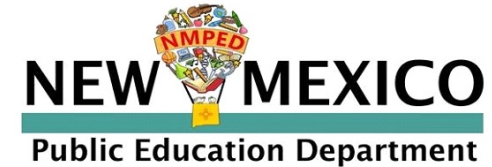
curriculum and activities, oversee consistent use of positive behavioral interventions and supports in addition to coordinating family and community engagement while attending to restorative justice practices will allow Southwest Preparatory to become what every good school should be, a place where all students, regardless of gender, race, socio-economic status, national origin, language proficiency or disability status receives an equitable opportunity to learn those skills and habits of mind that will make them productive democratic citizens.



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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	False
The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021	True
Please provide the link to the LEA's re-entry plan on the LEA's website	<a href="https://sslc-nm.com/preparatory/announcements/southwest-preparatory-spring-2021-re-entry-model-for-arp-esser-iii/">https://sslc-nm.com/preparatory/announcements/southwest-preparatory-spring-2021-re-entry-model-for-arp-esser-iii/</a> , Southwest Preparatory Spring 2021 Re-entry Model
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	False
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)	