

ARP Grant Application

2021-2022

VAUGHN MUNICIPAL SCHOOLS



Contact Information		Budget Table	
District	VAUGHN	ARP ESSER Award 2/3 rd Allocation	157623.13
District Code	026	ARP ESSER Award 2/3 rd Debit	157623.13
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	lpadilla@vaughn.k12.nm.us	ARP ESSER Award 1/3 rd Allocation	78811.57
Phone Contact	575-584-2283	ARP ESSER Award 1/3 rd Debit	78811.57
Application Status	In Process	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	At Vaughn Municipal Schools, our student population has averaged 57 students over the last 2 years. Therefore, we focus on meeting the needs of each individual student. Our school is extremely remote and 100% economically disadvantaged. For this reason, most of our students fit within the subcategories of this application. Our plan to	31,524.63	At Vaughn Municipal Schools, our student population has averaged 57 students over the last 2 years. Therefore, we focus on meeting the needs of each individual student. Our school is extremely remote and 100% economically disadvantaged. For this reason, most of our	15,762.31

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address leaning loss due to COVID-19 is as follows:
1. Interventions: VMS will hire and interventionist to help with the learning loss due COVID. For Reading, VMS will use Houghton Mifflin Harcourt's Read 180 program. This program is a blended approach to learning that incorporates a customized learning pathway using a series of assessments. Read 180 specifically targets gaps of two years or more. Furthermore, using HMH Read 180, students will engage in whole group learning which will reinforce daily lessons. Student Application: students will independently follow a personalized path that will accelerate their learning. Small-Group Learning: students will receive targeted, data-driven instruction while building meaningful relationships with teachers. Independent Reading: students will engage in their choice of content and apply newly acquired vocabulary and comprehension

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skills. Vaughn Municipal schools will also purchase and implement in Reading and Math, a program from Curriculum Associates called i-Ready. i Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom. iReady

- o Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need
- o Enables educators to confidently determine each student's on-grade level proficiency based on state and national standards
- o Delivers online lessons that provide tailored instruction and

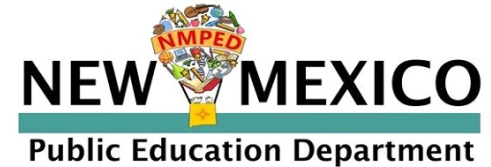
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practice for each student to accelerate growth

- o Supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole class levels of instruction
- o Is research-based and proven to work—students who use i Ready Personalized Instruction make remarkable learning gains
- o Includes dedicated service and support at every step of the implementation journey through i Ready Partners
- o Supports teachers and leaders during the 2020-2021 school year wherever they are learning. Learn how.

Station will be a resource for Kindergarten – Second grade as mandated by NMPED. In our plan, students will have 30-90 minutes of scheduled time daily to receive interventions in both math and reading within the regular school day. Students will have the opportunity to work in small groups with

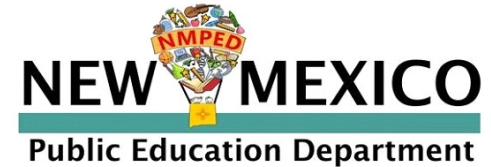
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qualified teachers and interventionists. Furthermore, all students will have additional opportunities for interventions and tutoring after the regular school day. All resources mentioned above will be consistently implemented with tutoring as well. Within our plan, there will be dedicated and some Certified Elementary and High School Tutors. Data will be our driver as to what type and how much time students will be required to receive intervention.

2. Tier I instruction: Our instructional researched-based curriculum includes

- o Heggerty Curriculum: Heggerty Phonemic Awareness Curriculum is a systematic 35 week program of daily lesson plans that provide a high level of explicit modelling and student engagement. Isolating final and medial phonemes (sounds) Segmenting. Adding Phonemes. Deleting Phonemes. The Heggerty Phonemic

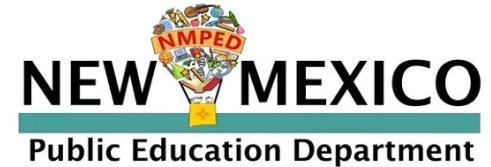
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Awareness Curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills. All students participate in the lessons as part of the Tier 1 curriculum in preschool, kindergarten, 1st grade, and some 2nd grade classrooms

- o Ready Reading/Writing Curriculum (Curriculum Associates): Ready Common Core Reading's rigorous yet supportive content is proven to make today's demanding standards reachable for all students. Its complex, authentic texts engage students in opportunities to practice close reading strategies across a variety of genres and formats.
- o Ready Common Core Reading instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as

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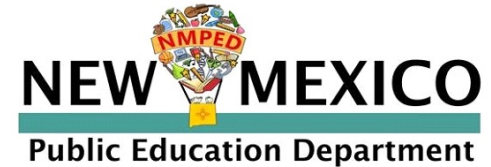
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they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.

o Ready Common Core Reading supports students and teachers with a wealth of on- and off-grade level resources. The program:

- Develops sound skills and strategies for reading comprehension
 - Supports a balance of on-grade level and differentiated instruction
 - Provides in-the-moment teacher support to guide teachers and help them build students' reading habits
 - Connects instruction to the Common Core State Standards across K–8 for a coherent path within and across grades
- o Ready Math Curriculum (Curriculum Associates) : Ready Common Core Mathematics helps teachers create a rich classroom environment in

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which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners.

Ready Common Core Mathematics:

- Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice
- Builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade
- Ready Mathematics 6–8, ©2020 Edition provides additional features for

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supporting English Learners, such as:

- o English Language Development guidelines on scaffolding language use during instruction to benefit students at different levels of English proficiency
- o Language routines that integrate language and mathematics
- o Concept development activities that allow students of varying mathematical and English language abilities to build on familiar concepts

Fundations Curriculum: Foundations' primary focus is on phonemic awareness activities, letter recognition, phonics, and studying syllable types and affixes as a part of the decoding process. Vocabulary, fluency, and comprehension instruction are included in the program as well.

Houghton Mifflin English Language Arts Curriculum: HMH Into Reading—Grades K–6 HMH Into Reading™ is

across grades

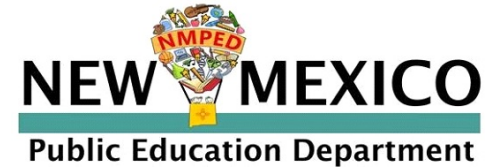
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differentiated by design to offer a balanced approach to literacy instruction, support teachers in developing a culture of learning and growth, and help all learners believe in the power of “I can.” From inspiring learners to supporting educators, HMH Into Reading was built to address the needs of the entire learning community to facilitate outcomes that elevate students, schools, districts, and communities. HMH Into Reading is also available in Spanish.

Beyondtextbooks (BT): to ensure that we are intentional in prioritizing standards for learning. BT come complete with a scope and sequence, a calendar of what to teach and when, progress monitoring, assessment (both diagnostic and Common Formative), and numerous supplements. This program allows teachers to focus on what is important to all students.

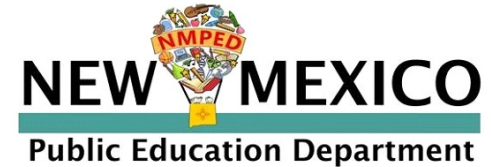
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Foundations Curriculum:
Foundations' primary focus

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3. Professional Development: In our plan to address learning loss, VMS ensures that teachers and stakeholders have been trained on programs. As mentioned above, BT, comes complete with a series of PD that included, PLC, Progress monitoring, assessment, intentional practices.

Professional Development in the following areas:

- Assume Student Confidence with a Growth Mind Set
- Balanced Literacy
- Balanced Math
- Classroom Management
- Close Reading and Cloze Reading.... Is it different?
- Common Core and the D.O.K
-

https://www.beyondtextbooks.org/About_Us/Beyond_Textbooks_Partnerships/Professional_Development_Offerings/Required_BT_Trainings

- Above is a link to the PD trainings that will be offered over the course of 2 years.

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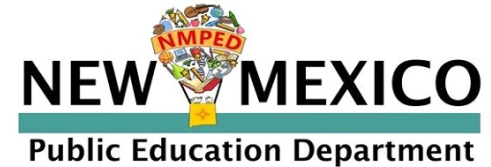
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4. Social Emotional Support: VMS will use ESSR funds to hire a counselor to help students, staff, and parents, with the guidance of 7 Mindset’s SEL courses and curriculum, leadership training, and teacher professional development in the area of Social Emotional strategies. As a small rural school, often budget does not allow for the hiring of trained personnel to help support students, teachers, and families with social and emotional challenges. With this funding we have been able to hire a counselor to help with the social needs that may arise, for both students and teachers. Additionally, Professional Development in this area will help teachers gain strategies to help student

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Activities to address the Social Emotional Needs of all students	Yes	15,762.31	Yes	7,872.15
Activities to address the Academic Needs of all students	Yes	15,762.32	Yes	7,881.16
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		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
Sub Totals		31,524.63		15,753.31

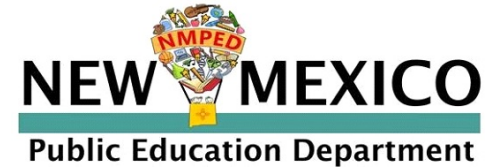
Additional Reserve Funds (Optional)

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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).

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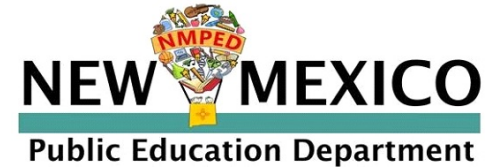
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Activities to address the Social Emotional Needs of all students	Yes	57,201.35	Yes	28,610.18
Activities to address the Academic Needs of all students	Yes	57,221.36	Yes	28,610.19
Activities that go above and beyond all services offered to all students 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
Sub Totals		114,422.71		57,220.37

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

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Response Efforts - COVID 19

Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below “purchasing instructional technology,” please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.

ARP ESSER 2/3

ARP ESSER 1/3

	ARP ESSER 2/3		ARP ESSER 1/3	
	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00

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Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00

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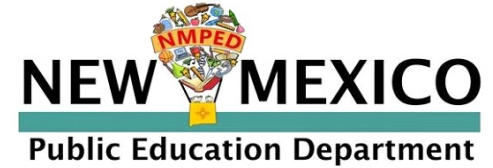


<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Vaughn Municipal Schools has previously met the needs of students and teachers in ensuring that all teachers and students have individual devices and connectivity. Each individual student has a Chromebook and every classroom has been equipped with a Newline Smart TV with an onboard computer. VMS has uses The Tech Bond, ESSER II funds, 31900 Fund to purchase these devices. Vaughn Municipal Schools has invested roughly \$130,493 in purchasing technology.</p>	<p>0.00</p>		<p>0.00</p>
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>		<p>0.00</p>		<p>0.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>		<p>0.00</p>		<p>0.00</p>
<p>Addressing learning loss</p>		<p>0.00</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.		0.00		0.00
Sub Totals		0.00		0.00

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	Date(s) Consulted
Students	8/4/2021	9/17/2021		
Families	7/26/2021	8/3/2021		
School and district administrators (including Special Education administrators)	7/20/2021	8/3/2021		
Teachers	8/3/2021	9/20/2021		
Principals	7/21/2021	8/3/2021	9/20/2021	
School leaders	8/25/2021	9/1/2021	9/15/2021	
Other educators	8/4/2021	9/17/2021		
School support personnel	8/3/2021	9/14/2021		
Unions	7/26/2021	8/3/2021		
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)	9/14/2021	9/21/2021		
Superintendents	7/27/2021	8/3/2021		
Charter school leaders (if applicable)				
Stakeholders representing the interests of:				

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Children with disabilities	7/26/2021	9/17/2021	
English learners	7/26/2021	9/17/2021	
Children experiencing homelessness	7/26/2021	9/17/2021	
Children in foster care	9/14/2021	9/17/2021	
Migratory students	8/26/2021	9/17/2021	
Children who are incarcerated	8/26/2021	9/17/2021	
Other underserved students	7/27/2021	8/4/2021	

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	78,811.57	8	1.08	0.00	5,837.89	78,811.57	72,973.68

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ARP ESSER 2/3 rd Indirect Cost Rate	Yes	157,623.13	8	1.08	0.00	11,675.79	157,623.13	145,947.34
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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>At Vaughn Municipal Schools, we realize that there are potential barriers that may arise in delivering an equitable education and learning opportunities. Potential barriers at VMS may include but not be limited to having all classrooms with a highly qualified teacher. Being a remote/rural school we find that teacher turnover is a consistent challenge. To overcome this barrier we sometimes create combination classes where we can assure that students will be taught by a licensed teacher, administrators that are licensed will also step in to teach classes. We are also a small school which allows a small student to teacher ratio, therefore students get more one on one teaching and learning. Our area is 100% free and reduced lunch. Poverty is a barrier for VMS. We ensure that</p>

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all students have access to Breakfast, Lunch and a snack daily within the school day. Funding for resources is often another barrier to meet the needs of all children. An example, because of our tight budget, we are unable to provide students with supports such as social work, counseling, tutoring and basic necessities that aid students mentally and physically. To overcome this barrier, our teachers have opportunities through professional development to gain strategies that will help students overcome these barriers.

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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://vaughnschools.org/resources/, Link to re-entry plan on website</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>