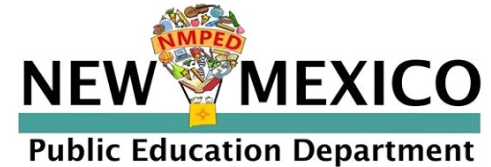


# ARP Grant Application

2021-2022

GADSDEN INDEPENDENT SCHOOLS



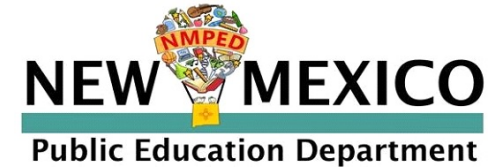
Contact Information		Budget Table	
District	GADSDEN	ARP ESSER Award 2/3 rd Allocation	44686833.23
District Code	019	ARP ESSER Award 2/3 rd Debit	44686833.23
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	rvillalobos@gisd.k12.nm.us	ARP ESSER Award 1/3 rd Allocation	22343416.61
Phone Contact	Rosy Villalobos (915) 633-4211	ARP ESSER Award 1/3 rd Debit	22343416.61
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).	COVID-19 has affected Education in so many realms; economically, educationally, socially and emotionally. As we come back to in-person learning GISD is facing new challenges. With the support from ESSER II we have been able to provide on-line instruction to the students who qualified to continue with	8,937,366.65	COVID-19 has affected Education in so many realms; economically, educationally, socially and emotionally. As we come back to in-person learning GISD is facing new challenges. With the support from ESSER II we have been able to provide on-line instruction to the	4,468,683.32

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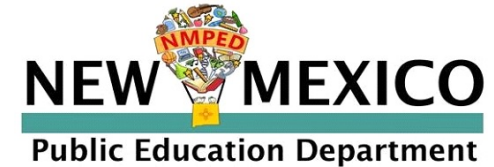
remote instruction, approximately 400 students selected this option. The rest of the students and all staff have returned to the classrooms. GISD is a Title I District; according to our latest report from STARS the Direct Cert - Match List K-12 Only for Title I Rank Ordering, GISD total Unduplicated Post Multiplier Rate is 88.2%. Poverty, Chronic Absenteeism and Academic Loss are the big challenges we are facing. ARP funding will provide GISD children a significant opportunity to receive an education that is fair, equitable and high quality. GISD teachers are facing the challenges of engaging students in their learning and provide accelerated instruction aligned to the standards; with the use of ARP funds we will ensure our students receive the academic and emotional supports they need. From the assessments we have done for our students this semester we learned it has

students who qualified to continue with remote instruction, approximately 400 students selected this option. The rest of the students and all staff have returned to the classrooms. GISD is a Title I District; according to our latest report from STARS the Direct Cert - Match List K-12 Only for Title I Rank Ordering, GISD total Unduplicated Post Multiplier Rate is 88.2%. Poverty, Chronic Absenteeism and Academic Loss are the big challenges we are facing. ARP funding will provide GISD children a significant opportunity to receive an education that is fair, equitable and high quality. GISD teachers are facing the challenges of engaging students in their learning and provide accelerated instruction aligned to the standards; with the use of ARP funds we will ensure our students

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impacted our overall achievement, there are significant needs in grades K-2, math is a focus area for growth for all grades, reading in grades 3-8 showed some positive trends but needs a lot of support. With the support from ARP funds, we will address the Academic Needs of all students providing accelerated instruction in a Culturally and Linguistically Responsive instruction aligned with the Common Core Standards. To mitigate the effects of lost instructional time, the instructional staff will be provided with professional learning opportunities in all content areas to address the academic needs of students. We will provide PD on an improvement process grounded in research that increases student achievement (<https://www.sreb.org/elementary-grades>, <https://www.sreb.org/research-evaluation-services>) and engages the entire elementary

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To mitigate the effects of lost instructional time, the instructional staff will be provided with professional learning opportunities in all content areas to address the academic needs of

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school community by addressing five focus areas; leadership for continuous improvement, aligned curriculum, engaging instruction, and systems of support.

To address the academic Learning Loss, GISD will provide high-impact tutoring. A review of almost 200 studies found that high-impact tutoring — delivered more than three days per week or at a rate of at least 50 hours over 36 weeks — is one of the few school-based interventions with demonstrated large, positive effects on both math and reading. The implementation of High-Impact Tutoring; Equitable and Effective Student Learning Acceleration following the framework from the National Student Support Accelerator will be the GISD framework for tutoring our students. It is based on research and best practices and is a new approach on tutoring for our GISD

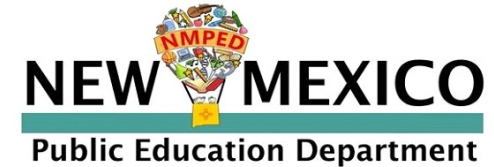
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# ARP Grant Application

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students. We will offer 2 different models of tutoring; online tutoring and in person tutoring. For the online tutoring we will hire the services of iTutor, a company that provides high impact tutoring services, research based and proven results.

(<https://cdn2.hubspot.net/hubfs/3364840/Johns%20Hopkins%20Design%20Review%20of%20iTutor.pdf>). For in person learning we will provide High Impact tutoring, will hire a Tutor coordinator for the district and will implement a highly effective program by hiring retired teachers, providing training to all tutors and targeting tutoring based on student data.

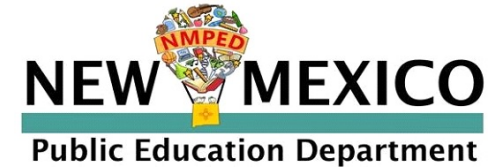
(<https://drive.google.com/file/d/1tzLPMXKNe6ayzy7vAFH1aXUywywBOZNA/view>) Our tutoring services will also target special populations; Homeless and Migrant Students, ELLs and Special Education students. Our students with disabilities

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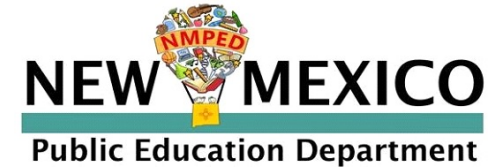
will receive individualized supplemental support to address learning loss through different instructional resources, contract services, needed tools to meet their individual needs and high quality tutoring. Besides additional services like speech therapists, OTs, etc., During the pandemic they lacked many services, we want to offer them as many opportunities to recover the academic loss as possible. There are many different disabilities, for every one of our students we want to provide a research-based intervention that will support their development in academics, school engagement, self-determination, social emotional competence, etc. We will provide training to our special education specialists so they can support these needs, following the “Promising Practices to Accelerate Learning for Students with Disabilities During COVID-19 and Beyond” by the National Center for

provide High Impact tutoring, will hire a Tutor coordinator for the district and will implement a highly effective program by hiring retired teachers, providing training to all tutors and targeting tutoring based on student data.  
(<https://drive.google.com/file/d/1tzLPMXKNe6ayzy7vAFH1aXUywywBOZNA/view>)  
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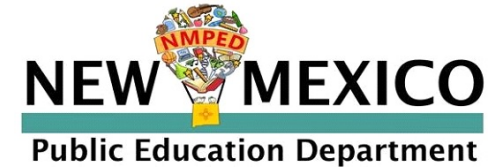
Learning Disabilities (<https://www.ncld.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/> ). To support our English Learners, besides high-quality tutoring for them, we will implement literacy rigor and support for the Spanish to English Transition. For literacy rigor GISD will implement the Pathway to Academic Success Project; the evidence indicates that implementing the Pathway to Academic Success Project has potentially positive effects on writing quality, writing conventions, and literacy achievement, compared with business-as-usual professional development and English language arts instruction. The pathway to Academic Success Project trains teachers to improve the reading and writing abilities of ELs who have at least an intermediate level of English proficiency by incorporating cognitive

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strategies into reading and writing instruction.  
([https://drive.google.com/file/d/1v7IEG\\_mA4pUGc26hzUuORn6eNS8zeNsZ/view?usp=sharing](https://drive.google.com/file/d/1v7IEG_mA4pUGc26hzUuORn6eNS8zeNsZ/view?usp=sharing))

For the Socio Emotional learning of all our students we will provide PD for all staff to support better interactions between students and staff. We will continue the implementation of OLWEOUS, a research based antibullying program that supports SEL for elementary students and also Capturing Kids Hearts for secondary students. Research supports these program's approach to social-emotional wellbeing, relationship-driven culture, and student connectedness. We will add PD on Restorative Discipline Practices; by using data from discipline and attendance these practices will impact the student handbook and discipline policies in GISD. In addition, the training will reduce the amount of discipline

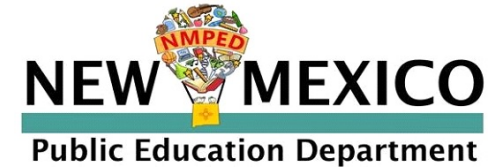
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referrals and suspensions across the district and will act as a Layer 2 and 3 interventions for students who demonstrate significant behavior issues that hinder their learning. We will hire psychologists or social workers who can provide mental health services at the high schools; they will create special classroom's or space for students well-being. A space where students can learn how to take care of their emotions and their problems, and have the opportunity to have therapy as needed.

Also for SEL, we will adapt the IN Focus model, a CASEL aligned and research based wellbeing curriculum that is hands-on, relevant, an engaging for students and supports teacher's wellbeing.

(<https://infocuseducationgroup.com/well-being-curriculum/> ). Added to the extended learning time already in place in GISD, we will expand the learning opportunities with Summer programs designed to recover

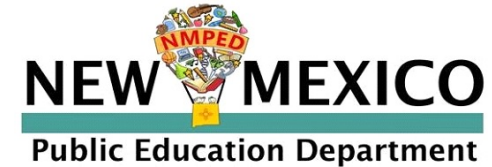
incorporating cognitive strategies into reading and writing instruction.  
([https://drive.google.com/file/d/1v7IEG\\_mA4pUGc26hzUuORn6eNS8zeNsZ/view?usp=sharing](https://drive.google.com/file/d/1v7IEG_mA4pUGc26hzUuORn6eNS8zeNsZ/view?usp=sharing))

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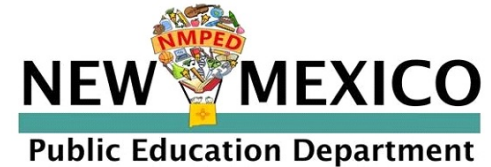
the academic loss, following the evidence based research of Accelerating Achievement through Summer Learning Report, providing high quality educational summer programs. (<https://drive.google.com/file/d/1XoCKv-Fr-cf2BZ72aQgP-xKSuBTVAQLT/view> ) Funding will also be used to support high quality after school programs. According to research, good after school programs can improve school-day attendance and improve academic gaps. With a Chronic Absenteeism rate of 24%, we need to bring our students to the classrooms and have them engaged in instruction. They need to be present to learn, and after school programs are part of the solution, providing socialization and peer attention in a supervised venue, re-establishing the link between effort and results, engaging students in challenging activities, providing consistent contact with caring, stable adults, and increasing the sense

and attendance these practices will impact the student handbook and discipline policies in GISD. In addition, the training will reduce the amount of discipline referrals and suspensions across the district and will act as a Layer 2 and 3 interventions for students who demonstrate significant behavior issues that hinder their learning. We will hire psychologists or social workers who can provide mental health services at the high schools; they will create special classroom's or space for students well-being. A space where students can learn how to take care of their emotions and their problems, and have the opportunity to have therapy as needed. Also for SEL, we will adapt the IN Focus model, a CASEL aligned and research based wellbeing curriculum that is hands-on, relevant,

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of belonging at school. These programs will address academic loss by providing expanded and enriched learning importunities on a variety of topics.

([https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508\\_Afterschool\\_Attendance\\_Work\\_s.pdf](https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508_Afterschool_Attendance_Work_s.pdf))

We will create fun and enjoyable spaces in the art and music classrooms to keep our students engaged in school. COVID-19 has created an impact on our student's socio emotional learning and wellbeing; we need to provide for them a space where they belong, where they can express their creativity, be happy, enjoy and be ready to learn.

Academics have become a challenge; our students are not ready to learn when they come to school. If we provide for them a space where they can express and connect this will setup for them the space to be ready for academics. GISD will provide music, art and libraries

an engaging for students and supports teacher's wellbeing.

(<https://infocusededucationgroup.com/well-being-curriculum/> ).

Added to the extended learning time already in place in GISD, we will expand the learning opportunities with Summer programs designed to recover the academic loss, following the evidence based research of Accelerating Achievement through Summer Learning Report, providing high quality educational summer programs.

(<https://drive.google.com/file/d/1XoCKv-Fr-cf2BZ72aQgP-xKSuBTVAQLT/view> )

Funding will also be used to support high quality after school programs. According to research, good after school programs can improve school-day attendance and improve

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experiences to our students, taking care of the whole child is a priority, only taking care of the whole child we can mitigate the effect on the academic loss that COVID brought to our children.

To be able to keep track, analyze and interpret our student's data and successes we will invest in software to support teachers and administrators, so they can be able to organize and use data in the most effective way.

With all these proposals and the support of ARP Funding , GISD will be able to mitigate the Academic Loss our students had during COVID-19 Pandemic.

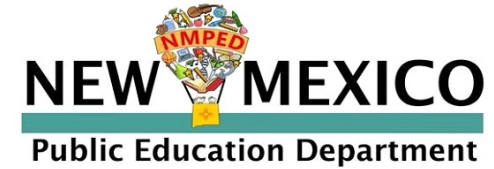
academic gaps. With a Chronic Absenteeism rate of 24%, we need to bring our students to the classrooms and have them engaged in instruction. They need to be present to learn, and after school programs are part of the solution, providing socialization and peer attention in a supervised venue, re-establishing the link between effort and results, engaging students in challenging activities, providing consistent contact with caring, stable adults, and increasing the sense of belonging at school. These programs will address academic loss by providing expanded and enriched learning opportunities on a variety of topics.

([https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508\\_Afterschool\\_Attendance\\_Works.pdf](https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508_Afterschool_Attendance_Works.pdf))

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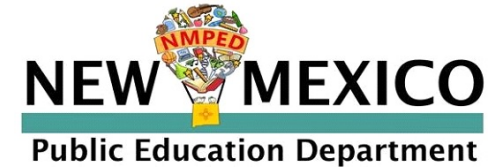


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			<p>brought to our children. To be able to keep track, analyze and interpret our student's data and successes we will invest in software to support teachers and administrators, so they can be able to organize and use data in the most effective way.</p> <p>With all these proposals and the support of ARP Funding , GISD will be able to mitigate the Academic Loss our students had during COVID-19 Pandemic.</p>	
Activities to address the Social Emotional Needs of all students	Yes	368,000.00	Yes	232,000.00
Activities to address the Academic Needs of all students	Yes	4,984,173.65	Yes	2,403,976.32
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	815,993.00	Yes	401,907.00
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

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Students from low-income families	No		No	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	2,244,000.00	Yes	1,156,000.00
English learners	Yes	525,200.00	Yes	274,800.00
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	Yes	0.00	No	0.00
Children and youth in foster care	Yes	0.00	No	0.00
<b>Sub Totals</b>		<b>8,937,366.65</b>		<b>4,468,683.32</b>

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## Additional Reserve Funds (Optional)

	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).				
Activities to address the Social Emotional Needs of all students	No		No	
Activities to address the Academic Needs of all students	No		No	
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00



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

## Activities to Address Needs

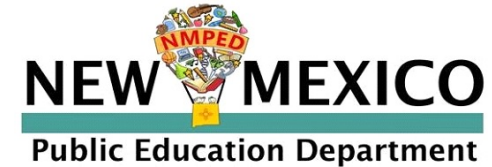
**Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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)	To address the needs arising from the Coronavirus pandemic under the activities	1,200,000.00	To address the needs arising from the Coronavirus pandemic under the activities	1,100,000.00

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authorized by the Elementary and Secondary Act, GISD will provide more learning opportunities to all students. During the pandemic, some areas like science were not covered at the elementary schools while doing the online instruction. As a response to the COVID, we want to provide a rich hands-on science experience to all our elementary students by creating STEM labs at the schools. The STEM lab is based on the idea of integrating curriculum in four specific areas; science, technology, engineering and math. These areas are integrated in a learning paradigm to fit real world applications. This lab approach fosters growth in areas of critical thinking, problem solving using technology. The engineering part supports areas of problem solving, research, collaborative, revision and testing. Project based learning promotes higher order thinking skills through challenges and inquiry and discovery. The lab provides a learning environment where it's set up supports hands on, minds on learning. Personalized learning in a public setting engages students of all ages, interests and abilities. Labs are designed for each elementary grade level. The STEM labs take students as far as they are able.

To provide Culturally and Linguistically Responsive instruction we need to have

authorized by the Elementary and Secondary Act, GISD will provide more learning opportunities to all students. During the pandemic, some areas like science were not covered at the elementary schools while doing the online instruction. As a response to the COVID, we want to provide a rich hands-on science experience to all our elementary students by creating STEM labs at the schools.

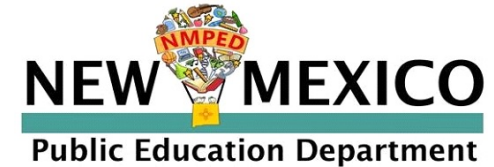
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To provide Culturally and Linguistically Responsive instruction we need to have highly qualified teachers in our classrooms.

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highly qualified teachers in our classrooms. Our student population is 95% Hispanic, most of our students speak Spanish at home. We do not have enough bilingual teachers. Only 20% of our teachers are TESOL endorsed; with the support of this grant we will provide our teachers the opportunity to get their endorsement by paying for their tuition (4 or 2 classes) and their test. This will give our EL students a better opportunity to be academically successful, when teachers learn how to provide scaffolding teaching techniques to their EL students they help them succeed and provide a Culturally and Linguistically Responsive Instruction to our EL students.

For the activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on student needs, we will provide support for teachers to obtain their gifted endorsement. The population of gifted students has been affected by this pandemic, we need to have our teachers prepared for this challenge and be able to support our students with the appropriate differentiated instruction they need.

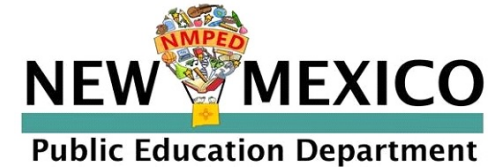
Our student population is 95% Hispanic, most of our students speak Spanish at home. We do not have enough bilingual teachers. Only 20% of our teachers are TESOL endorsed; with the support of this grant we will provide our teachers the opportunity to get their endorsement by paying for their tuition (4 or 2 classes) and their test. This will give our EL students a better opportunity to be academically successful, when teachers learn how to provide scaffolding teaching techniques to their EL students they help them succeed and provide a Culturally and Linguistically Responsive Instruction to our EL students.

For the activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on student needs, we will provide support for teachers to obtain their gifted endorsement. The population of gifted students has been affected by this pandemic, we need to have our teachers prepared for this challenge and be able to support our students with the appropriate differentiated instruction they need.

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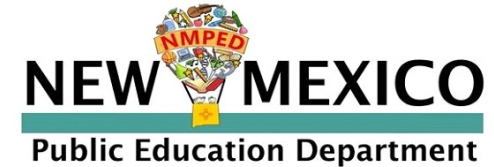


Individuals with Disabilities Education Act (IDEA)	To be prepared to respond to COVID-19 we need to be prepared updating on line conferencing systems to support online IEPs to facilitate the process for the parents of students with disabilities. This provides parents an opportunity to attend the IEPs on line. Another need arising from COVID-19 is the increased support our Special Education teachers need; students are coming back with very severe socio emotional needs like anxiety and fear of COVID. Our special ed teachers need more support in their classrooms. For that reason, we are asking for 5 cars for special education Instructional Specialists, so they can transfer from school to school, supporting our Sped teachers. We are a very long district, with the length of approximately forty miles and a width of about twenty five miles. Instructional Specialists' office is located in one corner of the district and they need to drive every day long distances from one school to another. As a response to COVID we need also to create inclusive playgrounds. Following the COVID guidelines, our students are wearing masks all day long, our elementary students need to be able to go outside and have little supervised brakes from the masks. For that reason is very important that we update all our playgrounds to be inclusive with structures like ramps accessible to the slides,	520,000.00	To be prepared to respond to COVID-19 we need to be prepared updating on line conferencing systems to support online IEPs to facilitate the process for the parents of students with disabilities. This provides parents an opportunity to attend the IEPs on line. Another need arising from COVID-19 is the increased support our Special Education teachers need; students are coming back with very severe socio emotional needs like anxiety and fear of COVID. Our special ed teachers need more support in their classrooms. For that reason, we are asking for 5 cars for special education Instructional Specialists, so they can transfer from school to school, supporting our Sped teachers. We are a very long district, with the length of approximately forty miles and a width of about twenty five miles. Instructional Specialists' office is located in one corner of the district and they need to drive every day long distances from one school to another. As a response to COVID we need also to create inclusive playgrounds. Following the COVID guidelines, our students are wearing masks all day long, our elementary students need to be able to go outside and have little supervised brakes from the masks. For that reason is very important that we update all our playgrounds to be inclusive with structures like ramps accessible to the slides,	400,000.00
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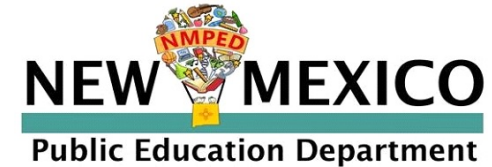


	swings and interactive manipulatives, so all our students have the same opportunities to be in the playground taking their COVID brakes.		swings and interactive manipulatives, so all our students have the same opportunities to be in the playground taking their COVID brakes.	
Adult Education and Family Literacy Act (AEFLA)	To respond to COVID 19 needs we will provide our parents more opportunities on the classes they need; how to use computers, how to support students with homework at home, parenting classes, English classes, mental health classes and GED. We will provide our Family Centers with the resources needed so they can always assist parent in whatever they need.	0.00	To respond to COVID 19 needs we will provide our parents more opportunities on the classes they need; how to use computers, how to support students with homework at home, parenting classes, English classes, mental health classes and GED. We will provide our Family Centers with the resources needed so they can always assist parent in whatever they need.	46,186.45
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	To respond to the COVID pandemic, we need to prepare our classrooms with the materials and programs allowed under the Carl D. Perkins Career and Technical Education Act so they can successfully support our student's education. Some of our secondary campuses require additional power for the CTE equipment and will need electrical systems updated so our students can maximize the learning that was interrupted because of COVID. Those are hands-on activities that were completely interrupted during the pandemic and now student have to catch up with the academic loss. For the high schools located in the rural community and to be better prepared to respond to the pandemic we will install a	1,265,000.00	To respond to the COVID pandemic, we need to prepare our classrooms with the materials and programs allowed under the Carl D. Perkins Career and Technical Education Act so they can successfully support our student's education. Some of our secondary campuses require additional power for the CTE equipment and will need electrical systems updated so our students can maximize the learning that was interrupted because of COVID. Those are hands-on activities that were completely interrupted during the pandemic and now student have to catch up with the academic loss. For the high schools located in the rural community and to be better prepared to respond to the pandemic we will install a	591,000.00

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green house where students can learn how to grow their own plants, flowers, veggies, learn skills they can use at their homes. The green house can prepare students to learn how to plant and grow plants at their homes. During the pandemic, students who are interested in these CTR programs had no opportunity to do hands-on activities which are the foundation of their program. As a response to COVID we want our student to learn the skills, if the pandemic continues the will know how to transfer this knowledge into their homes.

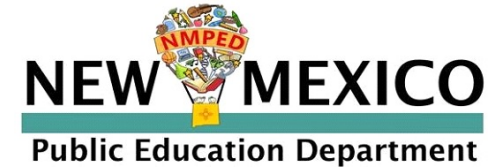
Another CTE program that will be created as a response to COVID is the installation of a cyber security lab for students where they can learn and be prepared in useful and new skills. The use of these devices could support several programs on campus, Engineering, Cybersecurity, Video Production and Editing. Band is another program that was severely affected by COVID, it needs new equipment and we need to replace the Band truck so our students can transport their instruments to competitions or games. Having the proper equipment and access to a quality music program is vital for our students to feel a sense of pride. We will integrate a music production/sound engineering program. During the pandemic, students lacked all the music experiences, Band was not able to

green house where students can learn how to grow their own plants, flowers, veggies, learn skills they can use at their homes. The green house can prepare students to learn how to plant and grow plants at their homes. During the pandemic, students who are interested in these CTR programs had no opportunity to do hands-on activities which are the foundation of their program. As a response to COVID we want our student to learn the skills, if the pandemic continues the will know how to transfer this knowledge into their homes. Another CTE program that will be created as a response to COVID is the installation of a cyber security lab for students where they can learn and be prepared in useful and new skills. The use of these devices could support several programs on campus, Engineering, Cybersecurity, Video Production and Editing. Band is another program that was severely affected by COVID, it needs new equipment and we need to replace the Band truck so our students can transport their instruments to competitions or games. Having the proper equipment and access to a quality music program is vital for our students to feel a sense of pride. We will integrate a music production/sound engineering program. During the pandemic, students lacked all the music experiences, Band was not able to function at all; as a response to COVID, and to

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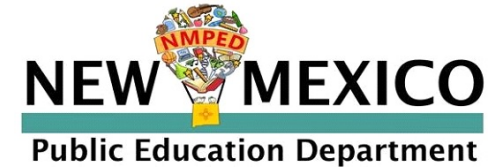


	<p>function at all; as a response to COVID, and to cover student's needs of belonging and their socio emotional wellbeing it is important they have the resources to be part of a band where they can excel and belong. Science experiences in the High School were severely affected by COVID, students were not able to have hands-on experiences or labs. To compensate for their academic loss on science, it is very important for us to equipped our science classrooms with the materials that will give our students the learning opportunities they need like, science tables and STEM programs materials. Now that student are back in the classrooms, some of our High School students are showing a great interest in the use of the computers to design and create. As a response to this need, we would like to crate a new program on printing and graphic design. A skill that can be very useful to our students and that will transfer online if we need to go back into online instruction.</p>		<p>cover student's needs of belonging and their socio emotional wellbeing it is important they have the resources to be part of a band where they can excel and belong. Science experiences in the High School were severely affected by COVID, students were not able to have hands-on experiences or labs. To compensate for their academic loss on science, it is very important for us to equipped our science classrooms with the materials that will give our students the learning opportunities they need like, science tables and STEM programs materials. Now that student are back in the classrooms, some of our High School students are showing a great interest in the use of the computers to design and create. As a response to this need, we would like to crate a new program on printing and graphic design. A skill that can be very useful to our students and that will transfer online if we need to go back into online instruction.</p>	
		<b>2,985,000.00</b>		<b>2,137,186.45</b>

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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

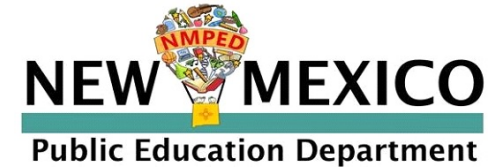
	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	GISD will continue providing training for staff on sanitizing and minimizing the spread of infectious diseases	100,000.00	GISD will continue providing training for staff on sanitizing and minimizing the spread of infectious diseases	50,000.00



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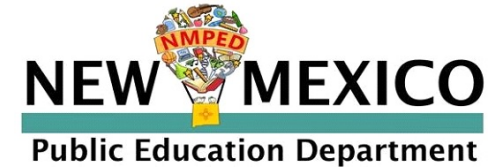


Purchasing supplies to sanitize and clean the LEA's facilities	PPE equipment and supplies to keep our schools disinfected including 2 warehouse delivery trucks so we can deliver weekly cleaning and disinfecting supplies as well as PPE as a response to COVID-19. The truck will facilitate the distribution of the materials to the different campuses, since the district is so long and wide, it takes day to be able to cover all the schools with the materials they need.	320,000.00	PPE equipment and supplies to keep our schools disinfected including 2 warehouse delivery trucks so we can deliver weekly cleaning and disinfecting supplies as well as PPE as a response to COVID-19. The truck will facilitate the distribution of the materials to the different campuses, since the district is so long and wide, it takes day to be able to cover all the schools with the materials they need.	200,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	As a response to COVID-19, Gisd will install outdoor learning areas at all schools by installing shade structures for outside learning, which will help us be prepared if COVID continues being present. Creating outside spaces where the instruction can be provided safely will support our student's education. To reduce the risk of virus transmission and exposure to environmental health hazards, UV Lighting will be replaced at all school cafeterias to sanitize assembly areas. UV lighting sanitizes the space and will provide cafeterias with a disinfected area besides the regular cleaning procedures, which helps us respond to the pandemic. To reduce the risk of virus transmission and exposure to environmental health hazards, water fountains will be	950,000.00	As a response to COVID-19, Gisd will install outdoor learning areas at all schools by installing shade structures for outside learning, which will help us be prepared if COVID continues being present. Creating outside spaces where the instruction can be provided safely will support our student's education. To reduce the risk of virus transmission and exposure to environmental health hazards, UV Lighting will be replaced at all school cafeterias to sanitize assembly areas. UV lighting sanitizes the space and will provide cafeterias with a disinfected area besides the regular cleaning procedures, which helps us respond to the pandemic. To reduce the risk of virus transmission and exposure to	1,050,000.00

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replaced with bottle-fillers to support our efforts for sanitizing and safety at the schools. Students will be able to fill out their water bottles without touching any surface and staying safe during the pandemic and after.

GISD will replace outdated cafeteria equipment, during COVID our cafeterias needed to keep working all year, we provided meals to all students without interruption. We need to update our cafeterias so we can be prepared and ready to continue serving our students.

As a response to COVID-19, GISD will install outdoor learning areas at all schools by installing shade structures for outside learning, which will help us be prepared if COVID continues being present. Creating outside spaces where the instruction can be provided safely will support our student's education. To reduce the risk of virus transmission and exposure to environmental health hazards, UV Lighting will be replaced at all school cafeterias to sanitize assembly areas. UV lighting sanitizes the space and will provide cafeterias with a disinfected area besides the regular cleaning procedures, which helps us

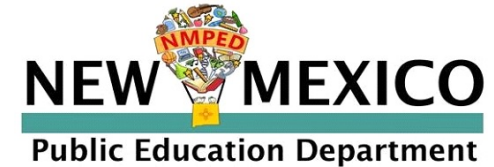
environmental health hazards, water fountains will be replaced with bottle-fillers to support our efforts for sanitizing and safety at the schools. Students will be able to fill out their water bottles without touching any surface and staying safe during the pandemic and after.

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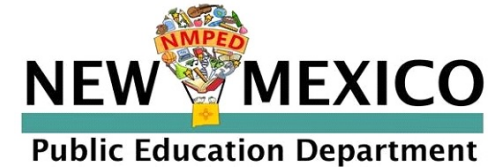
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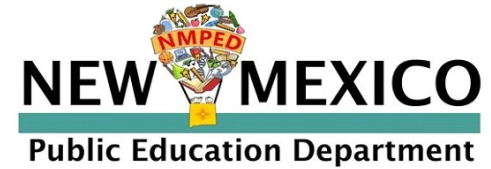
areas. UV lighting sanitizes the space and will provide cafeterias with a disinfected area besides the regular cleaning procedures, which helps us respond to the pandemic. To reduce the risk of virus transmission and exposure to environmental health hazards, water fountains will be replaced with bottle-fillers to support our efforts for sanitizing and safety at the schools. Students will be able to fill out their water bottles without touching any surface and staying safe during the pandemic and after. GISD will replace outdated cafeteria equipment, during COVID our cafeterias needed to keep working all year, we provided meals to all students without interruption. We need to update our cafeterias so we can be prepared and ready to continue serving our students.

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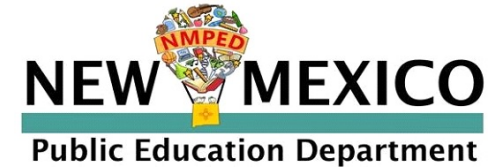
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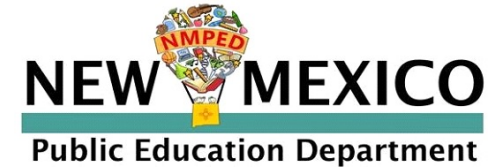


Improving indoor air quality	To be able to be prepared, prepared and respond to COVID, we will have all our sites systems re-commissioned in order to bring them back to top functioning status and improve Indoor Air Quality. Also we will support our HVAC techs with 2 service vans so they can transport all their supplies and materials to service the HVAC systems at all the schools and to keep them working efficiently. Service vans will be equipped with ladder racks and shelving. We will buy the equipment needed for the HVAC techs to keep indoor air quality improvement meters, testing equipment for refrigeration, sheet metal seaming and bending machines.	700,000.00	To be able to be prepared, prepared and respond to COVID, we will have all our sites systems re-commissioned in order to bring them back to top functioning status and improve Indoor Air Quality. Service vans will be equipped with ladder racks and shelving. We will buy the equipment needed for the HVAC techs to keep indoor air quality improvement meters, testing equipment for refrigeration, sheet metal seaming and bending machines	200,000.00
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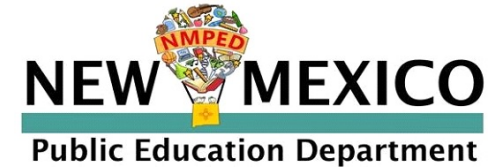


Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	COVID has affected severely the lives of many of our families, being a Tile I district with most of our families on the poverty level has been a challenge. We have been able to work with outside organizations to bring more support to the community like food banks, but it is not enough. Our students need support from us so they can stay in school receiving the education they deserve. For our Homeless students we will provide transportation services as needed and we will pay for hotels as well. During the pandemic our shelters in the area have been to full capacity, we now have families who have no place to go; if we support their transition until they find a place to live we will support our students. We will contract a social worker, to assess the needs of our homeless and foster care youth so we can provide all the support they need with clothing, school materials, shelter and food, and socio-emotional wellbeing.	175,000.00	COVID has affected severely the lives of many of our families, being a Tile I district with most of our families on the poverty level has been a challenge. We have been able to work with outside organizations to bring more support to the community like food banks, but it is not enough. Our students need support from us so they can stay in school receiving the education they deserve. For our Homeless students we will provide transportation services as needed and we will pay for hotels as well. During the pandemic our shelters in the area have been to full capacity, we now have families who have no place to go; if we support their transition until they find a place to live we will support our students. We will contract a social worker, to assess the needs of our homeless and foster care youth so we can provide all the support they need with clothing, school materials, shelter and food, and socio-emotional wellbeing.	25,000.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	To improve our preparedness and response efforts to COVID we need to implement an effective system in the warehouse. The Inventory necessary to	1,190,000.00	To improve our preparedness and response efforts to COVID we need to implement an effective system in the warehouse. The Inventory necessary	550,000.00

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facilitate learning during the pandemic was backed up in the warehouse due COVID-19 supply chain disruptions. Inventories received were unable to be verified by staff due to stay at home orders. ARP funding will be used to implement the iVisions Warehouse Module which will help improve Gadsden's preparedness and response to activities that are necessary to maintain operations and the continuity of services. The Infinite Visions Warehouse module will help support a remote workflow approval system by expediting the receiving of inventory. Also we will implement a workforce management system which is necessary to respond to the challenges faced by the district in managing human capital through emerging health threats. The implementation of a workforce management system would help manage the health and safety of district employees while ensuring engagement in productive business practices that support student needs and learning.

to facilitate learning during the pandemic was backed up in the warehouse due COVID-19 supply chain disruptions. Inventories received were unable to be verified by staff due to stay at home orders. ARP funding will be used to implement the iVisions Warehouse Module which will help improve Gadsden's preparedness and response to activities that are necessary to maintain operations and the continuity of services. The Infinite Visions Warehouse module will help support a remote workflow approval system by expediting the receiving of inventory. Also we will implement a workforce management system which is necessary to respond to the challenges faced by the district in managing human capital through emerging health threats. The implementation of a workforce management system would help manage the health and safety of district employees while ensuring engagement in productive business practices that support student needs and learning.



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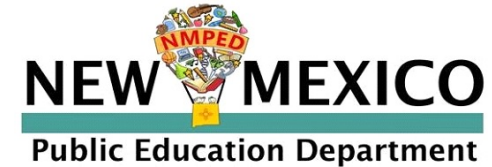


Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	To be prepared for long term closures we need to support our Nutrition Department. We need to provide awning for the warehouse to keep the loading and unloading of food and supplies away from the elements. Our weather can be very extreme and we reach high temperatures in the summer, we need to protect the distribution of the food when they leave the warehouse to be distributed at the schools. At the school's kitchens we need to replace outdated and non-functioning kitchen equipment like cold and hot reach-ins, braising pans, condensing units, ovens, dish machines and serving lines. Having our kitchens properly equipped will help us be prepared for long-term closures. We also need lift equipment for kitchen techs and maintenance tools to facilitate lifting condensing units and freezers up to rooftops and tools to maintain equipment, so everything keeps working effectively and we can keep providing meals during long term closures.	279,258.98	To be prepared for long term closures we need to support our Nutrition Department. We need to provide awning for the warehouse to keep the loading and unloading of food and supplies away from the elements. Our weather can be very extreme and we reach high temperatures in the summer, we need to protect the distribution of the food when they leave the warehouse to be distributed at the schools. At the school's kitchens we need to replace outdated and non-functioning kitchen equipment like cold and hot reach-ins, braising pans, condensing units, ovens, dish machines and serving lines. Having our kitchens properly equipped will help us be prepared for long-term closures. We also need lift equipment for kitchen techs and maintenance tools to facilitate lifting condensing units and freezers up to rooftops and tools to maintain equipment, so everything keeps working effectively and we can keep providing meals during long term closures.	0.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that	The biggest challenge GISD faced during COVID-19 was the digital divide. With the support of CARESS funds we were able to provide Chromebooks and hot	24,000,000.00	The biggest challenge GISD faced during COVID-19 was the digital divide. With the support of CARESS funds we were able to provide Chromebooks	12,300,000.00

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aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities [\(see above for additional requirements for this activity\)](#)

spots to all students, but we found that the hotspots did not work for all of them. Much of our rural communities are subject to the “digital divide”, the inability to access high speed affordable internet, 38% of households do not have reliable internet access. In a 2021 survey conducted by the state, 4920 students were identified as not having reliable high speed internet access. The driving factor is the average household income and the cost of internet services in rural communities.

According to the US Census, the median household income in Doña Ana County is approximately \$41,000/year. Almost 24% of families live in poverty. GISD has identified that 57% of households qualify as Economically disadvantaged. The NMSU 2020 Educational Context Report broke down the households without internet access as follows:

- 38% of Gadsden ISD households without internet subscription.
- Household income less than \$20,000, 58% without internet
- Household income between \$20,000 and \$75,000, 31% without internet
- Household income greater than \$75,000, 21% without internet

and hot spots to all students, but we found that the hotspots did not work for all of them. Much of our rural communities are subject to the “digital divide”, the inability to access high speed affordable internet, 38% of households do not have reliable internet access. In a 2021 survey conducted by the state, 4920 students were identified as not having reliable high speed internet access. The driving factor is the average household income and the cost of internet services in rural communities.

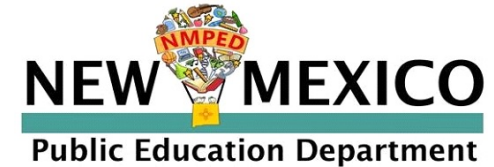
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- Household income greater than

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For educational purposes, to be able to meet at-risk students' remote learning needs and teachers' remote learning teaching needs, GISD proposes to install the broadband for all our communities, invest ARP funds to fight the digital divide and provide our students the internet access they need at home by installing the fiber optic. The broadband installation will help us be prepared and respond to COVID.

The proposed project consists of three phases:

1. The ISP will create a wireless network to provide connectivity to students at home that meets existing FCC guidelines for broadband and has the capability to scale with need.
2. Build a more robust GISD owned network to support future needs and expansion.
3. The partnership with an ISP gives communities access to affordable broadband internet.

The other technology project we want to accomplish is to replace laptops and Chromebooks as needed for staff and students to be prepared in case we need to transition again to online learning. To have our classrooms prepared for

\$75,000, 21% without internet

For educational purposes, to be able to meet at-risk students' remote learning needs and teachers' remote learning teaching needs, GISD proposes to install the broadband for all our communities, invest ARP funds to fight the digital divide and provide our students the internet access they need at home by installing the fiber optic. The broadband installation will help us be prepared and respond to COVID.

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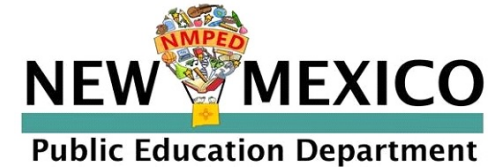
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2. Build a more robust GISD owned network to support future needs and expansion.
3. The partnership with an ISP gives communities access to affordable broadband internet.

The other technology project we want to accomplish is to replace laptops and Chromebooks as needed for staff and

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online instruction we will install Audio Enhancers in the classrooms. Audio enhancers provide classrooms with special cameras and microphones to record the classes. Teacher has the ability to control the devices and teacher decides when the class can be recorded or on line. With this technology if we ever go back to hybrid or online instruction, the audio enhancers will empower teachers so they can either record the class and post it on their google classrooms or connect the class on line for the students who are remotely following the instruction. With the installation of Audio Enhancers we will be able to provide our students the education they need without interruptions, it facilitates the transition from online, to hybrid to in person instruction. We will be prepared and ready to respond to COVID.

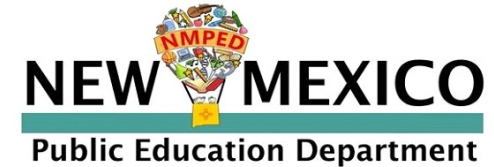
students to be prepared in case we need to transition again to online learning.

To have our classrooms prepared for online instruction we will install Audio Enhancers in the classrooms. Audio enhancers provide classrooms with special cameras and microphones to record the classes. Teacher has the ability to control the devices and teacher decides when the class can be recorded or on line. With this technology if we ever go back to hybrid or online instruction, the audio enhancers will empower teachers so they can either record the class and post it on their google classrooms or connect the class on line for the students who are remotely following the instruction. With the installation of Audio Enhancers we will be able to provide our students the education they need without interruptions, it facilitates the transition from online, to hybrid to in person instruction. We will be prepared and ready to respond to COVID.

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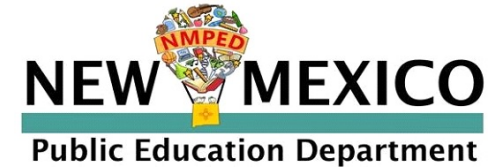


Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	<p>To better prepare, prevent and respond to COVID and support our students and families in need, we will install 4 portables at the high schools for our Family Centers. It would be a facility in which our students would be able to get most of their social and emotional needs met in order for them to be open to meeting their academic needs. The purpose of these two portables would be to house a food bank, clothing bank and several small spaces for outside agencies that will provide social and emotional services. A Social Worker will be in charge of the center and will coordinate all the efforts to support our students and families.</p> <p>As a response to COVID, and to support our student's mental health, we will hire three social workers or counselors for the high schools. They will create a space for students well being and will be able to provide therapy to students at the campus. Their role will be to provide high school students with all the mental and emotional support they need and if needed to find more services for them.</p>	1,495,231.90	<p>To better prepare, prevent and respond to COVID and support our students and families in need, we will install 4 portables at the high schools for our Family Centers. It would be a facility in which our students would be able to get most of their social and emotional needs met in order for them to be open to meeting their academic needs. The purpose of these two portables would be to house a food bank, clothing bank and several small spaces for outside agencies that will provide social and emotional services. A Social Worker will be in charge of the center and will coordinate all the efforts to support our students and families.</p> <p>As a response to COVID, and to support our student's mental health, we will hire three social workers or counselors for the high schools. They will create a space for students well being and will be able to provide therapy to students at the campus. Their role will be to provide high school students with all the mental and emotional support they need and if needed to find more services for them.</p>	370,000.00
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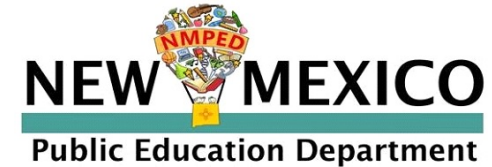


Planning and implementing activities related to summer learning and supplemental after-school programs				0.00
Addressing learning loss				
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	At the chaparral area we have a waiting list for PreK students. This is the community that is growing very fast with many needs. As a response to COVID and to be be prepared and be able to continue with the services our students need we have to expand our Prek Center. We have actually 140 students enrolled and a waiting list of 89 students. We need to add 4 more classrooms to our Pre K center. With the support of ARP funding we can support the construction of 4 more classrooms to provide our students the services and the education they need Another challenge faced in the pandemic was the hiring of teachers and staff. In order for us to be prepared and be able to respond to COVID we need to implement a more effective online hiring system, we will update our hiring software systems and will train our human resources personnel to create a more effective and paperless hiring process. This is very important to GISD to maintain operation and continuity of	2,160,800.00	At the chaparral area we have a waiting list for PreK students. This is the community that is growing very fast with many needs. As a response to COVID and to be be prepared and be able to continue with the services our students need we have to expand our Prek Center. We have actually 140 students enrolled and a waiting list of 89 students. We need to add 4 more classrooms to our Pre K center. With the support of ARP funding we can support the construction of 4 more classrooms to provide our students the services and the education they need Another challenge faced in the pandemic was the hiring of teachers and staff. In order for us to be prepared and be able to respond to COVID we need to implement a more effective online hiring system, we will update our hiring software systems and will train our human resources personnel to create a more effective and paperless hiring process. This is very important to GISD to maintain	129,200.00

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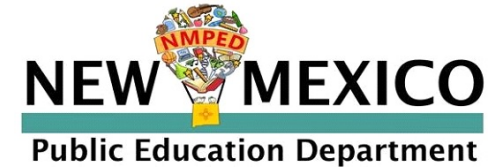
services during COVID. As a response to COVID, we had to transition into electronic media devices to be able to communicate with our parents. To maintain operations during COVID and after, we need to be able to communicate with our staff and our parents in the most effective way. We will invest in technology and equipment needed, as video cameras, tripods, lights, cables, systems ,etc. Good and effective communication is fundamental to keep operation of the schools and to address the challenges we face with the pandemic. After the pandemic, for our parent's meetings with the principals or with the Superintendent, most parents prefer to have the meetings on line. We need to have the adequate equipment to keep communication through electronic media because of the COVID. Another challenge we are facing is the recruitment of teachers and staff. COVID brought a shortage of people willing to work. As a response to this crisis we would like to invest some money in advertising and promotion of the opening we have in the district. We compete directly with El Paso, Tx and Las Cruces for staff. We would like to take a proactive approach and promote

operation and continuity of services during COVID. As a response to COVID, we had to transition into electronic media devices to be able to communicate with our parents. To maintain operations during COVID and after, we need to be able to communicate with our staff and our parents in the most effective way. We will invest in technology and equipment needed, as video cameras, tripods, lights, cables, systems ,etc. Good and effective communication is fundamental to keep operation of the schools and to address the challenges we face with the pandemic. After the pandemic, for our parent's meetings with the principals or with the Superintendent, most parents prefer to have the meetings on line. We need to have the adequate equipment to keep communication through electronic media because of the COVID. Another challenge we are facing is the recruitment of teachers and staff. COVID brought a shortage of people willing to work. As a response to this crisis we would like to invest some money in advertising and promotion of the opening we have in the district.

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our district to attract qualified candidates and be able to have our classrooms completely staffed. Also in the Chaparral area. Our fastest growing population we have a shortage of space in our school that is part of the Otero County, actually they have 760 students. In order for us to be prepared to provide education to all the students in that area we need to have more classrooms. We would like to install 2 portables in that school, if we have more space, we can reduce the size of the classrooms, have capacity for all students and keep them in a safe environment protected from COVID, with less exposure. As a response to COVID, we need to add more space to Yucca Heights Elementary so the school can provide a safe space for all students.

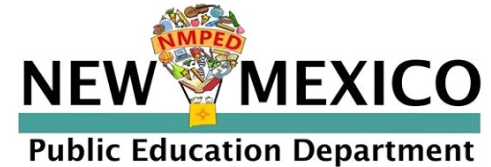
We compete directly with El Paso, Tx and Las Cruces for staff. We would like to take a proactive approach and promote our district to attract qualified candidates and be able to have our classrooms completely staffed. Also in the Chaparral area. Our fastest growing population we have a shortage of space in our school that is part of the Otero County, actually they have 760 students. In order for us to be prepared to provide education to all the students in that area we need to have more classrooms. We would like to install 2 portables in that school, if we have more space, we can reduce the size of the classrooms, have capacity for all students and keep them in a safe environment protected from COVID, with less exposure. As a response to COVID, we need to add more space to Yucca Heights Elementary so the school can provide a safe space for all students.



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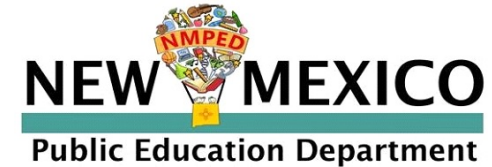
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	To continue coordinating preparedness and response efforts with New Mexico Health Department to prevent, prepare and respond to COVID-19, Nursing department will contract services for vaccination pods, contact tracing and all other services needed. Also will support nurses on the prevention of COVID-19 and other diseases buying updated equipment for vision, hearing, oxygen and blood pressure.	300,000.00	To continue coordinating preparedness and response efforts with New Mexico Health Department to prevent, prepare and respond to COVID-19, Nursing department will contract services for vaccination pods, contact tracing and all other services needed. Also will support nurses on the prevention of COVID-19 and other diseases buying updated equipment for vision, hearing, oxygen and blood pressure.	316,258.99
<b>Sub Totals</b>		<b>31,670,290.88</b>		<b>15,190,458.99</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	7/27/2021	7/28/2021	7/29/2021	
Families	7/14/2021	7/27/2021	7/28/2021	
School and district administrators (including Special Education administrators)	6/18/2021	7/9/2021	7/23/2021	
Teachers	7/30/2021	8/3/2021	8/4/2021	
Principals	7/21/2021	8/17/2021	8/5/2021	
School leaders	7/30/2021	8/3/2021	8/5/2021	
Other educators	7/17/2021	8/3/2021	8/5/2021	
School support personnel	7/30/2021	8/3/2021	8/5/2021	
Unions	9/27/2021	8/3/2021	8/5/2021	

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Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents	6/18/2021	7/9/2021	8/5/2021
Charter school leaders (if applicable)			
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	8/3/2021	8/4/2021	8/5/2021
English learners	8/3/2021	8/4/2021	8/5/2021
Children experiencing homelessness	8/3/2021	8/4/2021	8/5/2021
Children in foster care		8/4/2021	
Migratory students	8/3/2021	8/4/2021	8/5/2021
Children who are incarcerated			
Other underserved students			

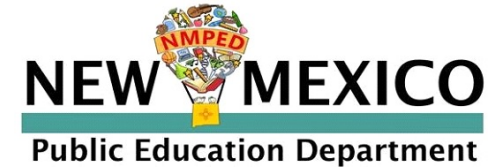
Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required 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.

\*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.

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## 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>	Yes	22,343,416.61	2.51	1.0251	0.00	547,087.85	22,343,416.61	21,796,328.76
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	Yes	44,686,833.23	2.51	1.0251	0.00	1,094,175.70	44,686,833.23	43,592,657.53

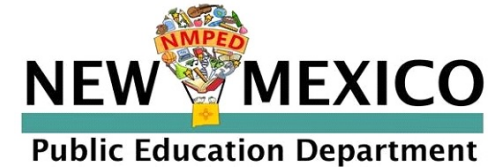
## Required Information - GEPA

	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> <ul style="list-style-type: none"> <li>• May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age</li> <li>• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul>	<p><b>HOW GISD WILL ADDRESS THE NEW PROVISION OF SECTION 427 OF GEPA IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM</b></p> <p>Gadsden Independent School District identifies potential barriers to student learning in different areas: Socio- economic level of our students, digital divide, academic loss and language barriers.</p> <p>The socio-economic level of our students, along with an increasing population of EL students represents some of the barriers we are facing today, asseverated by COVID. Besides these factors we need to add the housing insecurity that increased after COVID. Many of our families struggle to pay for basic needs on top of high housing costs. This leads to difficulty purchasing other necessities such as food, clothing, transportation, and medical care. Now more</p>

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than ever, we need to assure equity among all our students. GISD has been for years a Title I District, according to the US Census, the median household income in Dona Ana County is approximately \$41,000/year. Almost 24% of families live in poverty in Dona Ana, 64 % of GISD Households qualify as Economically disadvantaged. The NMSU Center for Community Analysis on their 2020 Education Context Reports about GISD population;

- 97 % Hispanic
- 3% White, non-Hispanic
- 14% Students with Disabilities
- 41 % English Language Learners

During COVID-19 the biggest challenge we faced was the digital divide. Thanks to CARES funds we were able to provide all our students with Chromebooks, besides we provided hot spots to the families who had no internet connection.

But our biggest challenge was that none of the hot spots worked in certain areas. Some of our families do not receive signal at all. We had to work individually with those families with paper resources because of the lack of connectivity.

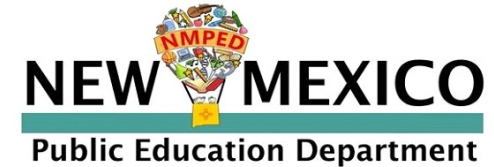
This is the reason why our biggest proposal for ARP is to provide connectivity to our communities. We believe this will have a big impact in the education of all our students.

Another barrier we are facing is the academic loss. Reading at grade level is one of the strongest predictors of future academic success,

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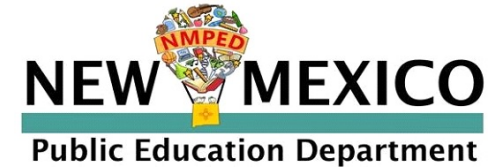
with data showing the association between gaps in early literacy and persistent achievement gaps. In interim assessments data in math we found out that 21% of our student are 3 or more grades below, 29% are 2 grades below. Interim assessments demonstrated that 20% of GISD students in grades 1-8 were two or more grade levels below in Reading. Research shows that differences in academic outcomes are related to disparities in opportunities. Many students, especially those belonging to disadvantaged groups, are often exposed to low school expectations and beliefs about their potential success. We need to provide meaningful change to provide equity, high expectations and give our students all the opportunities to be successful. GISD is seeking to develop Culturally and Linguistically Relevant and Responsive teaching practices.

Besides the academic loss that impacted many students, we are also facing the socio-emotional and mental health needs that created an impact in our students. We are facing the challenges of providing an equitable education to all our students, facing the barriers of poverty, house insecurity, low grades, academic loss and socio emotional and mental health issues. Our Socio Emotional Learning plan is to create a community of learners where all students feel valued and respected. All our teachers will be trained in having the necessary skills to provide

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support to all populations. As well as taking care of their own well-being. Also, 41% of our students are English Learners, in order for them to have equitable access to instruction in a meaningful way, bilingual instruction program, multicultural instructional materials, and professional learning will keep our EL students learning all year with adequate and meaningful support. We have around 110 homeless students in the District, providing shelter, food, clothing and educational support will be a priority to keep them safe and learning. Professional Development is very important to overcome the barriers we are facing.

Meaningful, researched base PD for our Teachers and Administrators to ensure equitable education is fundamental.

Steps to Provide Equitable Access Education to all our Students

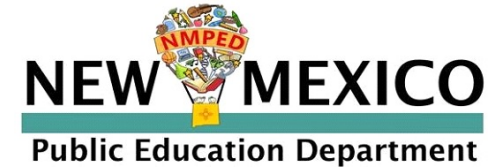
To support the Secondary School Improvement GISD will provide the following supports;

- Partnership with SREB to provide PD on Accelerated Instruction, College/Career Ready, Walkthrough Form, Common Assessment Cycles, PLCs.
- Providing experiences and expanding opportunity; CTE Pathways at all High Schools, current STEM pathways in place with PLTW, expanding 7-12, computer science, engineering, biomedical
- Build student efficacy, AP courses, tests

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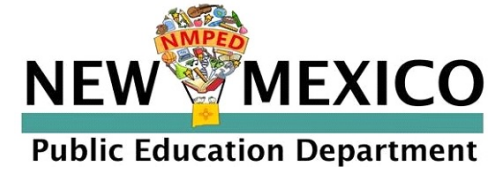


- Transform the Senior Year – Dual Credit
- Establish virtual school with partner support
- To support Elementary Schools;
- Support with the newly introduced grading scale; provide EL education guidance, LETRS trainings, K-2 Sound wall supports, NMDASH support to administrative teams, Michael Heggerty online resources, support in the district Literacy Plan.
- Ready Math program k-6, SREB PD trainings for teachers on teaching to the standards for accelerated learning
- Science adoption, STEM scopes, STEM classrooms at all elementary schools.
- PE Coaches PD to improve kinesiology
- Language goals for At Risk Student Populations;
- Provide teachers the pedagogy and best practices needed to better support ELs at Elementary and Secondary schools.
- Support teachers in understanding the importance of teaching content and language simultaneously using the ELD Standards.
- Improve the quality of classroom instruction in order to best meet students' Structured Literacy needs with explicit instruction and routines in English and Spanish phonological awareness and phonics.
- For teachers to meet language development standards through content and literacy connections.
- To integrate reading, writing, speaking, and

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listening domains, build social, structural, and academic language, amplify language in context and scaffold to grade-level complex text.

Early Childhood;

- Grant compliance with FOCUS, consistent quality, and foundational practices.

The Student Success Department will implement MLSS and will guide us following;

- Data Driven Decisions
- Research Based Interventions
- Socio – Emotional Learning; OLWEOUS implementation at elementary and Capturing Kids Hearts at Secondary.
- Counseling programs aligned in the district to support SEL
- Mental Health Services

Special Education Programs will provide support to students with contract services and will address the academic loss with researched based interventions; Nursing will continue providing us with guidance and keeping us safe from COVID, Support Services will continue sanitizing, disinfecting and supporting all our schools and providing all the meals to our students.

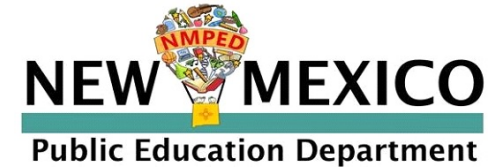
Through Federal Programs, Social workers will continue supporting our Migrant, Homeless and Foster Care students. Clothing and Food Banks



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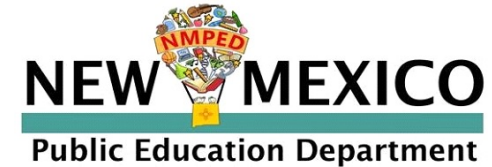
are being established in our district with the support of outside agencies and different stakeholders and with the support of ARP we will be able to have the space for 3 Family Centers in the District. A place for our Parent Ambassadors to provide our parents with educational opportunities and resources. The Attendance Advocates program grew thanks to ESSER funds and now we are able to support our schools fighting the chronic absenteeism by implementing Bill 236 and all the interventions needed as well as home visits. To provide equitable access to all our students, we understand that Maslow comes before Bloom; we work very hard trying to meet the needs of our families and providing the support they need.

With the support of ARP funding our Communication Director will be able to keep District communication open and effective. He works diligently reaching to all our families, to give them all the information they need to support their students at school. Electronic media has become a great resource for communication, our main resource is REMIND, it allows us to keep connected with our families and our staff. But not all our parents have access to internet connection yet, for them, we keep printing information and reaching them through flyers. Our Parent Ambassadors have the

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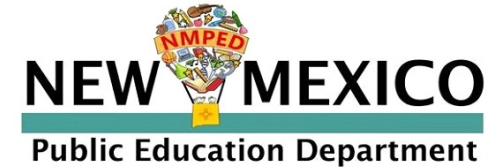


	<p>responsibility of delivering information into the communities by paper and by interacting frequently with our parents.</p> <p>It is said that It Takes a Village to raise a Child, and Yes! At GISD, it is a team effort with a common goal; Children First. With the support of ARP, we will work collaboratively to follow all our action steps and accomplish our goals of providing our students an equitable and successful education.</p>
<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>	<p>True</p>

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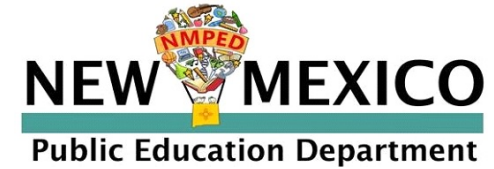


The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021	True	
<p>Instructions:</p> <p>During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, 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.</p> <p>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.</p> <p>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.</p>		
First Posting	<a href="https://docs.google.com/presentation/d/1czGrOdaWnehvH32zn6k2PKYbYFYl4ybs9R2w6ln00mA/edit?usp=sharing">https://docs.google.com/presentation/d/1czGrOdaWnehvH32zn6k2PKYbYFYl4ybs9R2w6ln00mA/edit?usp=sharing</a> , Gadsden ISD Re-entry plan	
Second Posting (if needed*)	<a href="https://resource.echalk.com/sr/p0GXXKJPj">https://resource.echalk.com/sr/p0GXXKJPj</a> , GISD plan for safe return to In-Person Instruction	10/1/2021

# ARP Grant Application

2021-2022

GADSDEN INDEPENDENT SCHOOLS



Third Posting (if needed*)	<a href="https://bit.ly/3A4naKx">https://bit.ly/3A4naKx</a> , <a href="https://bit.ly/3A4naKx">https://bit.ly/3A4naKx</a>	10/25/2021
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
GADSDEN	10/25/2021	<a href="http://www.gisd.k12.nm.us/">http://www.gisd.k12.nm.us/</a> , ARP Application