

ARP Grant Application

2021-2022

TAOS MUNICIPAL SCHOOLS



Contact Information		Budget Table	
District	TAOS	ARP ESSER Award 2/3 rd Allocation	4848038.57
District Code	076	ARP ESSER Award 2/3 rd Debit	4848038.57
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	valerie.Trujillo@taoschools.org	ARP ESSER Award 1/3 rd Allocation	2424019.28
Phone Contact	575-758-5204	ARP ESSER Award 1/3 rd Debit	2424019.28
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).	Taos Municipal Schools will reserve 20 percent of funds to address learning loss through the implementation of research/evidence-based interventions such as accelerated reading programs, accelerated math programs, continuous improvement services, after-school programming, academic mentoring, attendance	969,607.71	Taos Municipal Schools will reserve 20 percent of funds to address learning loss through the implementation of research/evidence-based interventions such as accelerated reading programs, accelerated math programs, continuous improvement services, after-school	484,803.86

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monitoring, self-care activities, social emotional programs including a social emotional athletic program. These interventions will target learning loss and work on closing the learning gap brought on by COVID-19 closures. TMS is currently researching and evaluating continuous improvement services, accelerated math programs and accelerated reading programs that are evidence/research-based programs such as I-Ready, I-Station, Core Lexia, Cognia, MaxScholar, Read 180, Math Ready, Teach to One, and AVID to embed best practices and build systems improvement. These accelerated programs, learning supports and social services would be accessible to all students regardless of race, gender, disability, language or socio-economic status. Expenditures for these funds will include salaries (51100), additional compensation (51300), supplies and materials

programming, academic mentoring, attendance monitoring, self-care activities, social emotional programs including a social emotional athletic program. These interventions will target learning loss and work on closing the learning gap brought on by COVID-19 closures. TMS is currently researching and evaluating continuous improvement services, accelerated math programs and accelerated reading programs that are evidence/research-based programs such as I-Ready, I-Station, Core Lexia, Cognia, MaxScholar, Read 180, Math Ready, Teach to One, and AVID to embed best practices and build systems improvement. These accelerated programs, learning supports and social services would be accessible to all students regardless of race, gender,

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(56118), other contract services (55915), software (56113), other instructional materials and supply assets (57332). These expenditures for these funds will also include a full-time Social Worker salaries and benefits, a full-time Math Interventionist and benefits, full-time Administrator and benefits. Funds will be used to support professional development in Reading to address the Literacy Gaps identified in district short cycle assessments, teacher common formative assessments and teacher elaborate on the goals of structure literacy and provides in depth knowledge and resources for addressing skills in Literacy. There are 9 models modules addresses how teachers can deliver effective instruction to meet all their students' needs. Optimal implementation of training will include face to face courses as well as collaborative sessions to strengthen the understanding of lesson implementation.

disability, language or socio-economic status. Expenditures for these funds will include salaries (51100), additional compensation (51300), supplies and materials (56118), other contract services (55915), software (56113), other instructional materials and supply assets (57332). These expenditures for these funds will also include a full-time Social Worker salaries and benefits, a full-time Math Interventionist and benefits, full-time Administrator and benefits. Funds will be used to support professional development in Reading to address the Literacy Gaps identified in district short cycle assessments, teacher common formative assessments and teacher elaborate on the goals of structure literacy and provides in depth knowledge and resources

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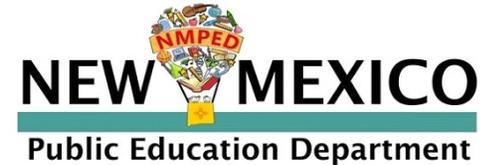
LETRS professional development will be for all K-2nd grade teachers to address the learning difficulties encountered during virtually learning of skills based literacy instruction. TMS will offer supplemental after school programming to address student learning through tutoring, classroom differentiation, small group instruction, reteaching, enhance student engagement and interest, provide well-rounded educational activities to include SEL student-directed activities. TMS will provide mental health support and outreach services to all students and provide support to our low-income families, students with disabilities and ELL populations. TMS has high rates of low-income, intergenerational poverty, homelessness, students with disabilities and English Language Learners which impacts the level of exposure to language, pre-

for addressing skills in Literacy. There are 9 models modules addresses how teachers can deliver effective instruction to meet all their students' needs. Optimal implementation of training will include face to face courses as well as collaborative sessions to strengthen the understanding of lesson implementation. LETRS professional development will be for all K-2nd grade teachers to address the learning difficulties encountered during virtually learning of skills based literacy instruction. TMS will offer supplemental after school programming to address student learning through tutoring, classroom differentiation, small group instruction, reteaching, enhance student engagement and interest, provide well-rounded

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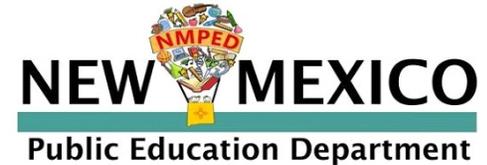
academic/kindergarten readiness, accessibility, and home support which precipitate struggling before entry into school. COVID-19 further magnified those issues with noticeable gaps in learning from pandemic-related factors in the outcomes of already at-risk students. TMS experienced an uptick in mental-health related needs. These interventions will respond to students' social, emotional and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. We are currently reviewing proposals and MOUs that have been submitted by our Non-profit provides for student directed activities in the area of SEL. I have uploaded the proposals and MOUs for your review. We are addressing Learning Loss for Students with Disabilities with the following: Students with disabilities are first being assessed to see where their current levels of performance

educational activities to include SEL student-directed activities. TMS will provide mental health support and outreach services to all students and provide support to our low-income families, students with disabilities and ELL populations. TMS has high rates of low-income, intergenerational poverty, homelessness, students with disabilities and English Language Learners which impacts the level of exposure to language, pre-academic/kindergarten readiness, accessibility, and home support which precipitate struggling before entry into school. COVID-19 further magnified those issues with noticeable gaps in learning from pandemic-related factors in the outcomes of already at-risk students. TMS experienced an uptick in mental-health related needs. These

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in the areas of math and English Language Arts. This will be more easily done with a baseline program that drills down to specific skills and then progress monitors those skills over time to determine the rate of growth and provide data for updating strategies. We are researching the following programs for our students with disabilities: AimsWeb is an online tool that provides 36 probes in each target area. Most probes are 1 to 5 minutes, while the two math probes take up to 8 minutes. These can be done with a whole group, except for reading records. The probes provide information on a number of skills, including reading comprehension, writing, math calculation, and math application. ALEKS is an online program that works on specific skills students may be lacking in their math skills. Students with disabilities often have splinter skills that interfere with their overall learning success. ALEKS finds

interventions will respond to students' social, emotional and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. We are currently reviewing the proposals and MOUs that have been submitted from our Non-profit organizations to provide student-directed activities in the area of SEL. I have uploaded the Proposals and MOUs for your review. We are addressing Learning Loss for Students with Disabilities with the following: Students with disabilities are first being assessed to see where their current levels of performance in the areas of math and English Language Arts. This will be more easily done with a baseline program that drills down to specific skills and then progress monitors

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those missing skills and provides support, with a teachers guidance, to fill those gaps. TouchMath is a multi-sensory approach to teaching number sense, addition, subtraction, multiplication, and division for student who did not learn number sense with traditional instruction. There is also components that support money, time, and measurement. IXL is a program that supports students with disabilities in math and ELA skills to build those skills that may have not had sufficient reinforcement while on the online environment. REWARDS is a reading comprehension program that is guided by a teacher and supports older students in reinforcing decoding skills that may have been lost during the on-line instruction. It also has support materials for science and social studies. I have seen up to a 36% increase in decoding fluency and comprehension in as little as 9 weeks using this program

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with students in high school. All of these programs do require direct interaction with a teacher or other academic support for optimal success. There are professional development supports to help teachers and/or educational assistants to gain maximum understanding for implementation, but can be used with significant success without PD. Please see attached spending plans for the Reserve Funds 20% narratives for Taos Charter School, Anansi Charter School and Vista Grande Charter High School.

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Activities to address the Social Emotional Needs of all students	Yes	114,977.06	Yes	57,488.53
Activities to address the Academic Needs of all students	Yes	14,818.21	Yes	7,409.10

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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	722,022.11	Yes	361,011.09
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	10,766.68	Yes	5,383.34
Students from low-income families	Yes	5,058.38	Yes	2,529.19
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	76,391.60	Yes	38,195.80
English learners	Yes	12,035.79	Yes	6,017.89
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	3,384.47	Yes	1,692.23
Migratory students	Yes	3,384.47	Yes	1,692.23
Students experiencing homelessness	Yes	3,384.47	Yes	1,692.23
Children and youth in foster care	Yes	3,384.47	Yes	1,692.23
Sub Totals		969,607.71		484,803.86

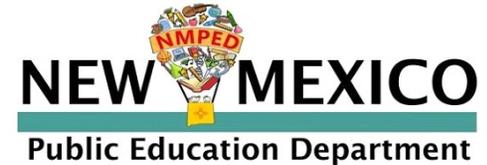
Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
Funds above and beyond the 20 percent minimum of funds to	Taos Municipal Schools will reserve 20 percent	Taos Municipal Schools will reserve 20

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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).

of funds to address learning loss through the implementation of research/evidence-based interventions such as accelerated reading programs, accelerated math programs, continuous improvement services, after-school programming, academic mentoring, attendance monitoring, self-care activities, social emotional programs including a social emotional athletic program. These interventions will target learning loss and work on closing the learning gap brought on by COVID-19 closures. TMS is currently researching and evaluating continuous improvement services, accelerated math programs and accelerated reading programs that are evidence/research-based programs such as I-Ready, I-Station, Core Lexia, Cognia, MaxScholar, Read 180, Math Ready, Teach to One, and AVID to embed best practices and build systems improvement. These accelerated programs, learning supports and social services would be accessible to all students regardless of race, gender, disability, language or socio-economic status. Expenditures for these funds will include salaries (51100), additional compensation (51300), supplies and materials (56118), other contract services (55915), software (56113), other instructional materials and supply assets (57332). These expenditures for these funds will also include a full-time Social Worker salaries and benefits, a full-time Math Interventionist and benefits, full-time

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Administrator and benefits. Funds will be used to support professional development in Reading to address the Literacy Gaps identified in district short cycle assessments, teacher common formative assessments and teacher elaborate on the goals of structure literacy and provides in depth knowledge and resources for addressing skills in Literacy. There are 9 models modules addresses how teachers can deliver effective instruction to meet all their students' needs. Optimal implementation of training will include face to face courses as well as collaborative sessions to strengthen the understanding of lesson implementation. LETRS professional development will be for all K-2nd grade teachers to address the learning difficulties encountered during virtually learning of skills based literacy instruction. TMS will offer supplemental after school programming to address student learning through tutoring, classroom differentiation, small group instruction, reteaching, enhance student engagement and interest, provide well-rounded educational activities to include SEL student-directed activities. TMS will provide mental health support and outreach services to all students and provide support to our low-income families, students with disabilities and ELL populations. TMS has high rates of low-income, intergenerational poverty, homelessness, students with disabilities and

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English Language Learners which impacts the level of exposure to language, pre-academic/kindergarten readiness, accessibility, and home support which precipitate struggling before entry into school. COVID-19 further magnified those issues with noticeable gaps in learning from pandemic-related factors in the outcomes of already at-risk students. TMS experienced an uptick in mental-health related needs. These interventions will respond to students' social, emotional and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

District Instructional Coaches will work with classroom teachers to address the implementation of accelerated learning standards as well as address highly effective intervention strategies as Tier 1 supports within the MLSS framework. These accelerated standers and intervention will directly address learning gaps that were identified using benchmarking and common formative assessments and short cycle assessments. Coaches will guide teachers through the reflective instructional process to modify classroom instruction as well as the support of the use of data from various assessments. Coaches will also facilitate Professional Learning Communities to develop highly effective grade level and subject area teams to collaboratively

SEL student-directed activities. TMS will provide mental health support and outreach services to all students and provide support to our low-income families, students with disabilities and ELL populations. TMS has high rates of low-income, intergenerational poverty, homelessness, students with disabilities and English Language Learners which impacts the level of exposure to language, pre-academic/kindergarten readiness, accessibility, and home support which precipitate struggling before entry into school. COVID-19 further magnified those issues with noticeable gaps in learning from pandemic-related factors in the outcomes of already at-risk students. TMS experienced an uptick in mental-health related needs. These interventions will respond to students' social, emotional and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. District Instructional Coaches will work with classroom teachers to address the implementation of accelerated learning standards as well as address highly effective intervention strategies as Tier 1 supports within the MLSS framework. These accelerated standers and intervention will directly address learning

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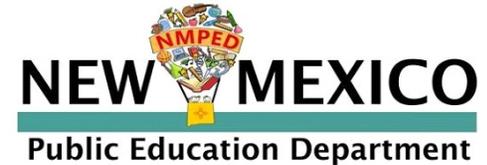
address learning gaps in all subject areas for all students. Coaches will model lesson implementation of highly effective learning strategies and work in unison with site leadership. We have been reviewing proposals and MOUs from our Non-profit partners to provide student-directed activities in the area of SEL. TMS is addressing Learning Loss for Students with Disabilities through the following: Students with disabilities are first being assessed to see where their current levels of performance in the areas of math and English Language Arts. This will be more easily done with a baseline program that drills down to specific skills and then progress monitors those skills over time to determine the rate of growth and provide data for updating strategies. We are researching the following programs: AimsWeb is an online tool that provides 36 probes in each target area. Most probes are 1 to 5 minutes, while the two math probes take up to 8 minutes. These can be done with a whole group, except for reading records. The probes provide information on a number of skills, including reading comprehension, writing, math calculation, and math application. ALEKS is an online program that works on specific skills students may be lacking in their math skills. Students with disabilities often have splinter skills that interfere with their overall learning success. ALEKS finds those missing skills and

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AimsWeb is an online tool that provides 36 probes in each target area. Most probes are 1 to 5 minutes, while the two math probes take up to 8 minutes. These can be done with a whole group, except for reading records. The probes provide information on a number of skills, including reading comprehension, writing, math calculation, and math application. ALEKS is an online program that works on specific skills students may be lacking in their math skills. Students with disabilities often have splinter skills that interfere with their overall learning success. ALEKS finds those missing skills and provides support, with a teachers guidance, to fill those gaps. TouchMath is a multi-sensory approach to teaching number sense, addition, subtraction, multiplication, and division for student who did not learn number sense with traditional instruction. There is also components that support money, time, and measurement. IXL is a program that supports students with disabilities in math and ELA skills to build those skills that may have not had sufficient reinforcement while on the online environment. REWARDS is a reading comprehension program that is guided by a teacher and supports older students in reinforcing decoding skills that may have been lost

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Activities to address the Social Emotional Needs of all students	Yes	161,302.92	Yes	80,651.46
Activities to address the Academic Needs of all students	Yes	493,081.82	Yes	246,540.91
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	119,271.46	Yes	59,635.73
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	69,668.52	Yes	34,834.26
Students from low-income families	Yes	10,073.92	Yes	5,036.96

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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	162,062.01	Yes	81,031.01
English learners	Yes	23,816.21	Yes	11,908.11
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	5,490.20	Yes	2,745.10
Migratory students	Yes	5,490.20	Yes	2,745.10
Students experiencing homelessness	Yes	5,490.20	Yes	2,745.10
Children and youth in foster care	Yes	5,490.20	Yes	2,745.10
Sub Totals		1,061,237.66		530,618.84

Activities to Address Needs

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

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

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<p>Individuals with Disabilities Education Act (IDEA)</p>	<p>Taos Charter School - The largest portion of these funds, approximately \$40,000 will be used to provide a student with a disability with wireless access to automatic opening doors. As he utilizes a wheelchair for mobility, this student relies on a special education aide to access classrooms and buildings. It is essential for his independence and sense of self efficacy to be able to move independently about the building unassisted. The remainder of these funds, approximately \$2,500 will be used to pay a stipend for a special education teacher to participate in the MLSS (Multi-Level System of Supports) team as the special education liaison. This position is essential to transitioning smoothly form the RTI (Response to Intervention) program in which special education and non special education services were viewed more as distinct and separate services in both theory and practice. Under MLSS, these services are seen as part of the same continuum thus removing barriers for students in accessing the right services in a timely manner. With the MLSS approach we expect to be able to provide support to all students and to low-income families/special needs/ESL population more effectively and efficiently.</p>	<p>29,513.51</p>	<p>Taos Charter School - The largest portion of these funds, approximately \$40,000 will be used to provide a student with a disability with wireless access to automatic opening doors. As he utilizes a wheelchair for mobility, this student relies on a special education aide to access classrooms and buildings. It is essential for his independence and sense of self efficacy to be able to move independently about the building unassisted. The remainder of these funds, approximately \$2,500 will be used to pay a stipend for a special education teacher to participate in the MLSS (Multi-Level System of Supports) team as the special education liaison. This position is essential to transitioning smoothly form the RTI (Response to Intervention) program in which special education and non special education services were viewed more as distinct and separate services in both theory and practice. Under MLSS, these services are seen as part of the same continuum thus removing barriers for students in accessing the right services in a timely manner. With the MLSS approach we expect to be able to provide support to all students and to low-income families/special needs/ESL population more effectively and efficiently.</p>	<p>14,756.75</p>
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Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		29,513.51		14,756.75

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Response Efforts - COVID 19

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

ARP ESSER 2/3

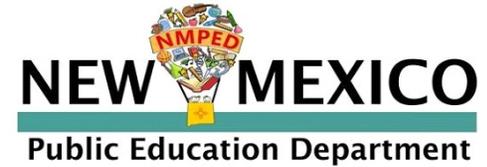
ARP ESSER 1/3

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

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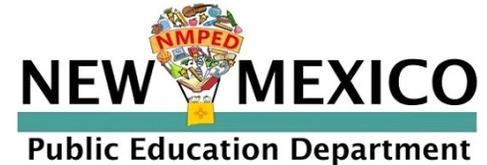


Purchasing supplies to sanitize and clean the LEA's facilities	The funds will be used to purchase supplies and materials to sanitize and clean all the schools and facilities at Taos Municipal Schools and charter schools that set aside funds in their attached spending plans.	74,000.00	The funds will be used to purchase supplies and materials to sanitize and clean all the schools and facilities at Taos Municipal Schools and charter schools that set aside funds in their attached spending plans.	37,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	The funds will be used to repair and improve school facilities (e.g. HVAC upgrade Taos High School B-Wing, A/C replacement for IT Central network) to reduce the risk of virus transmission and exposure to environmental health hazards. Please see attached spending plans for Taos Charter, Anansi Charter and Vista Grade High Schools for narratives.	338,666.67	The funds will be used to repair and improve school facilities (e.g. HVAC upgrade Taos High School B-Wing, A/C replacement for IT Central network) to reduce the risk of virus transmission and exposure to environmental health hazards. Please see attached spending plans for Taos Charter, Anansi Charter and Vista Grade High Schools for narratives.	169,333.33
Improving indoor air quality	The funds will be used in purchasing additional air purifiers and in repairing/replacing defective HVAC equipment at Taos Municipal Schools and charter schools that set aside funds in their attached spending plans.	107,333.33	The funds will be used in purchasing additional air purifiers and in repairing/replacing defective HVAC equipment at Taos Municipal Schools and charter schools that set aside funds in their attached spending plans.	53,666.67
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	Taos Municipal Schools will use these funds to address the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth by hiring a full-time Family Engagement Coordinator plus benefits, additional	99,815.06	Taos Municipal Schools will use these funds to address the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth by hiring a full-time Family Engagement Coordinator plus benefits,	49,907.53

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compensation for 10 additional days in the summer for the Family Engagement Coordinator plus benefits. Taos Municipal Schools has determined through parental surveys the need of Family Engagement coordinator who will work specifically with at risk families to connect them with community and school resources to improve educational outcomes for all at risk subgroups within the district. The Coordinator will collaborate with district and site administration to determine the programming needs of families at their school sites. District coordinator will monitor parent participation and make recommendations to district and site leadership to ensure high levels of parents involvement. In addition to collaborating with site administration the coordinator will work in unison with district homeless liaison as well as school site social workers to connect families to mental health supports needed as well as create programming to support students after school hours and during the summer. These supports will help to reduce the amount of learning loss encountered by students who do not readily have access to these resources due to financial limitations.

additional compensation for 10 additional days in the summer for the Family Engagement Coordinator plus benefits. Taos Municipal Schools has determined through parental surveys the need of Family Engagement coordinator who will work specifically with at risk families to connect them with community and school resources to improve educational outcomes for all at risk subgroups within the district. The Coordinator will collaborate with district and site administration to determine the programming needs of families at their school sites. District coordinator will monitor parent participation and make recommendations to district and site leadership to ensure high levels of parents involvement. In addition to collaborating with site administration the coordinator will work in unison with district homeless liaison as well as school site social workers to connect families to mental health supports needed as well as create programming to support students after school hours and during the summer. These supports will help to reduce the amount of learning loss encountered

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	Please see attached spending plans for Taos Charter and Anansi Charter for narratives.		by students who do not readily have access to these resources due to financial limitations. Please see attached spending plans for Taos Charter and Anansi Charter for narratives.	
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	Taos Municipal Schools will develop and implement procedures and systems to improve the preparedness and response efforts of LEAs by partnering with Holy Cross Hospital to administer Rapid COVID-19 testing.	17,180.58	Taos Municipal School will develop and implement procedures and systems to improve the preparedness and response efforts of LEAs by partnering with Holy Cross Hospital to administer Rapid COVID-19 testing.	8,590.27
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)	The funds will be used in purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities. These funds will also be utilized for the following: \$100,000.00 contract services	258,213.67	The funds will be used in purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities. These funds will also be utilized for the following: \$100,000.00 contract services	129,106.83

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(\$33,000.00 per year for 3 years) for onsite delivery of the following:
Day to day operations for end user support for staff and students.
Changing of batteries in idf racks.
Updating all labs. Take down of labs and set up of labs for summer cleanup for classroom painting and sealing of floors.
Onsite at schools for testing.
Help setting up guests for staff trainings, school events and student events. Fixing and swapping of student and staff machines.
\$150,000.00 will be utilized to purchase replacement devices for Network replacement of fiber patch cables, spf modules, fiber stacking.
Purchase 160 usbc chargers, Chrome book charging carts, extra chargers for students, order desktops for camera viewing stations, docking stations, Aqua sport board for IT conference room, Media players (message tv boards) for all schools for school announcements, covid information display, training room chairs and the purchasing of web filtering for student devices.
Please see attached spending plans for Taos Charter School, Anansi Charter School and Vista Grade Charter High School.

(\$33,000.00 per year for 3 years) for onsite delivery of the following:
Day to day operations for end user support for staff and students.
Changing of batteries in idf racks.
Updating all labs. Take down of labs and set up of labs for summer cleanup for classroom painting and sealing of floors. Onsite at schools for testing.
Help setting up guests for staff trainings, school events and student events. Fixing and swapping of student and staff machines.
\$150,000.00 will be utilized to purchase replacement devices for Network replacement of fiber patch cables, spf modules, fiber stacking.
Purchase 160 usbc chargers, Chrome book charging carts, extra chargers for students, order desktops for camera viewing stations, docking stations, Aqua sport board for IT conference room, Media players (message tv boards) for all schools for school announcements, covid information display, training room chairs and the purchasing of web filtering for student devices.
Please see attached spending plans for Taos Charter School, Anansi Charter School and Vista Grade Charter High

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			School.	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	Please see attached spending plan for Anansi Charter School for narrative.	3,333.33	Please see attached spending plan for Anansi Charter School for narrative.	1,666.67
Planning and implementing activities related to summer learning and supplemental after-school programs	Please see attached spending plan for Anansi Charter School for narrative.	3,333.33	Please see attached spending plan for Anansi Charter School for narrative.	1,666.67
Addressing learning loss	Taos Municipal Schools will use these funds to address learning loss by purchasing supplies and materials and supply assets under \$5,000 to supplement student-directed activities that address the academic impact of lost instructional time due to COVID-19. Please see attached spending plans for Taos Charter School, Anansi Charter School and Vista Grande Charter High School for narratives.	173,333.33	Taos Municipal Schools will use these funds to address learning loss by purchasing supplies and materials and supply assets under \$5,000 to supplement student-directed activities that address the academic impact of lost instructional time due to COVID-19. Please see attached spending plans for Taos Charter School, Anansi Charter School and Vista Grande Charter High School for narratives.	86,666.67
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	Taos Municipal Schools will use these funds for other activities that are necessary to maintain operation and continuity of and services, including continuing to employ exiting or hiring new LEA and school staff by offering a \$1,000 plus benefits for a recruitment/retention stipend for each	1,481,171.72	Taos Municipal Schools will use these funds for other activities that are necessary to maintain operation and continuity of and services, including continuing to employ exiting or hiring new LEA and school staff by offering a \$1,000 plus benefits for a recruitment/retention stipend for each	740,585.86

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	<p>full-time employee. A TMS School Board Resolution and a Memorandum of Understanding between the TFUSE Local 1450 and TMS will presented to the school board for review and approval. Taos is a hard area to recruit and retain teachers due to the housing shortage in the area. These funds will also be utilized additional compensation, hiring of 5 permanent substitutes for 5 schools plus benefits, software cost for our Taos Tigers Connect Online Academy Program, full-time Coordinator plus benefits, hiring of 5 full-time COVID custodians plus benefits, 1 full full-time COVID maintenance employee plus benefits, hiring of two COVID Cafeteria employees, and supplies and materials. Please see attached spending plans for Taos Charter School, Anansi Charter School and Vista Grande Charter High School for narratives.</p>	<p>full-time employee. A TMS School Board Resolution and a Memorandum of Understanding between the TFUSE Local 1450 and TMS will presented to the school board for review and approval. Taos is a hard area to recruit and retain teachers due to the housing shortage in the area. These funds will also be utilized additional compensation, hiring of 5 permanent substitutes for 5 schools plus benefits, software cost for our Taos Tigers Connect Online Academy Program, full-time Coordinator plus benefits, hiring of 5 full-time COVID custodians plus benefits, 1 full full-time COVID maintenance employee plus benefits, hiring of two COVID Cafeteria employees, and supplies and materials. Please see attached spending plans for Taos Charter School, Anansi Charter School and Vista Grande Charter High School for narratives.</p>	
<p>Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.</p>			

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Sub Totals	2,556,381.02	1,278,190.50
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Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	8/19/2021	9/21/2019	9/22/2021	
Families	8/19/2021	9/21/2019	9/22/2021	
School and district administrators (including Special Education administrators)	8/19/2021	9/21/2019	9/22/2021	
Teachers	8/19/2021	9/21/2019	9/22/2021	
Principals	8/19/2021	9/21/2019	9/22/2021	
School leaders	8/19/2021	9/21/2019	9/22/2021	
Other educators	8/19/2021	9/21/2019	9/22/2021	
School support personnel	8/19/2021		9/22/2021	
Unions	8/19/2021		9/22/2021	
Tribes(if applicable)	8/4/2021	8/11/2021	8/19/2021	
Civil rights organizations (including disability rights organizations)	8/19/2021		9/22/2021	
Superintendents	8/19/2021		9/22/2021	
Charter school leaders (if applicable)	8/19/2021		9/22/2021	
Stakeholders representing the interests of:				
Children with disabilities	8/19/2021	9/21/2019	9/22/2021	
English learners	8/19/2021	9/21/2019	9/22/2021	
Children experiencing homelessness	8/19/2021	9/21/2019	9/22/2021	
Children in foster care	8/19/2021	9/21/2019	9/22/2021	
Migratory students	8/19/2021	9/21/2019	9/22/2021	

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Children who are incarcerated	8/19/2021	9/21/2019	9/22/2021
Other underserved students	8/19/2021	9/21/2019	9/22/2021

Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.

*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	2,424,019.28	5.01	1.0501	0.00	115,649.33	2,424,019.28	2,308,369.95
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	4,848,038.57	5.01	1.0501	0.00	231,298.67	4,848,038.57	4,616,739.90

Required Information - GEPA	
	Required Narrative
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)	All program activities for ARP/ESSER III Funds will comply with Section 427 of the General

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that impede equal access to, or participation in, the program.

For examples of applicable, relevant, acceptable responses, please see:

<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

GEPA Rubric

A satisfactory answer

- Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access

May require revision

- May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

Education Provisions Act (GEPA) that outlines the six types of barriers that can impede equitable access or participation in program activities including gender, race, national origin, color, disability, or age. ARP/ ESSER III activities target students and school district employees of different genders, races, national origins, colors, disabilities, and ages to the fullest extent possible. No participant will be denied participation in any program activities. The Superintendent, Assistant Superintendent and Federal Programs Director will monitor program activities to ensure that equitable participation in program activities is not limited for any reason and oversee that nobody is discriminated against because of gender, race, national origin, color, disability, or age. Taos Municipal Schools intends to address barriers that could potentially impede active participation of students, parents, or project personnel in

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ARP/ ESSER III program activities. The following are 3 barriers that Taos Municipal Schools have identified and will be utilizing the ARP/ESSER Funds to address them:

- Barrier 1: TMS has identified that low-income students and students in rural settings have high truancy rates.
- Barrier 2 : TMS has seen an increase of students identified as experiencing homelessness. The greatest increase of students was found to be at the elementary level. The elementary level saw a 36% increase of elementary students that were identified as homeless. TMS is attributing this increase of identification due to several contributing factors. The first was the COVID 19 health pandemic and the multiple areas TMS has identified several lack of job, financial stress, mental health concerns, and domestic violence. Information for reporting was obtained through district intake needs

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assessment.
Barrier 3: TMS experienced an uptick in mental-health related needs. These interventions will respond to students' social, emotional and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
Please see attached spending plans for Taos Charter School, Anansi Charter School and Vista Grande Charter High School for GEPA narratives.

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<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS. — (1) IN GENERAL. —As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p>	<p>True</p>
<p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>	<p>True</p>
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	<p>https://taosschools.org/storage/assets/e8597908-4d00-4bc7-b967-7951cc63cda3/TMS-Reopening-Plan-7-23-20-.pdf, Taos Municipal Schools Re-entry Education Plan</p>
<p>The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021</p>	<p>True</p>
<p>The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)</p>	<p>True</p>