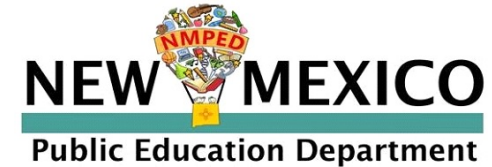


ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



Contact Information		Budget Table	
District	SOCORRO	ARP ESSER Award 2/3 rd Allocation	4477358.77
District Code	074	ARP ESSER Award 2/3 rd Debit	4477358.77
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	rhendrix@socorroschools.org	ARP ESSER Award 1/3 rd Allocation	2238679.39
Phone Contact	5758383114	ARP ESSER Award 1/3 rd Debit	2238679.39
Application Status	Return to District	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).	Carnegie Learning https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_cogtutor_app_083110.pdf https://ies.ed.gov/ncee/wwc/Study/82093 Savvas https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_successmaker_111715.pdf https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072003	895,471.75	Carnegie Learning https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_cogtutor_app_083110.pdf https://ies.ed.gov/ncee/wwc/Study/82093 Savvas https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_successmaker_111715.pdf	447,735.88

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



.pdf

NWEA

https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/rel_2007017.pdf

https://ies.ed.gov/ncee/edlabs/projects/rct_245.asp?section=ALL

Mastery Connect

Padere, S., Thornton, B. & Medina, R. (2017). Design and Implementation of Student Mastery Data System to Promote Learner-Centered Model of Instruction. In P. Resta & S. Smith (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1173-1178). Austin, TX, United States: Association for the Advancement of Computing in Education (AACE). Retrieved October 6, 2021 from <https://www.learntechlib.org/primary/p/177403/>.
<https://www.instructure.com/canvas/resources/case-studies>
Babble Language

<https://ies.ed.gov/ncee/wc/Docs/PracticeGuide/20072003.pdf>

NWEA

https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/rel_2007017.pdf

https://ies.ed.gov/ncee/edlabs/projects/rct_245.asp?section=ALL

Mastery Connect

Padere, S., Thornton, B. & Medina, R. (2017). Design and Implementation of Student Mastery Data System to Promote Learner-Centered Model of Instruction. In P. Resta & S. Smith (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1173-1178). Austin, TX, United States: Association for the Advancement of Computing in Education (AACE). Retrieved October 6, 2021 from <https://www.learntechlib.org>

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



Van Deusen-Scholl, N.,
Lubrano, M., & Sporn, Z. (2019,
July). Measuring Babbel's
Efficacy in Developing Oral
Proficiency (Rep.).

Loewen, S., Isbell, D. R., &
Sporn, Z. (2020). The
effectiveness of app-based
language instruction for
developing receptive linguistic
knowledge and oral
communicative ability. Foreign
Language Annals.
doi:10.1111/flan.12454

Vesselinov, R., & Grego, J.
(2016, September). The Babbel
Efficacy Study (Rep.). Retrieved
from Compare Language Apps
website

Socorro Consolidated Schools
will be using several evidence-
based programs to help
overcome learning loss. We
will begin by using Master
Connect to assess where
students are starting at in the
beginning of the year. This

rg/primary/p/177403/.
[https://www.instructure.co
m/canvas/resources/case-
studies](https://www.instructure.com/canvas/resources/case-studies)
Babble Language
Van Deusen-Scholl, N.,
Lubrano, M., & Sporn, Z.
(2019, July). Measuring
Babbel's Efficacy in
Developing Oral Proficiency
(Rep.).

Loewen, S., Isbell, D. R., &
Sporn, Z. (2020). The
effectiveness of app-based
language instruction for
developing receptive
linguistic knowledge and
oral communicative ability.
Foreign Language Annals.
doi:10.1111/flan.12454

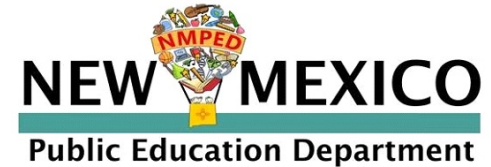
Vesselinov, R., & Grego, J.
(2016, September). The
Babbel Efficacy Study
(Rep.). Retrieved from
Compare Language Apps
website

Socorro Consolidated

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



program pinpoints each student's strengths and weaknesses and prescribes specific lessons and program to overcome the deficit areas. It is specific to every student so that each subgroup is covered with this program. We also will use new math programs at all levels to help overcome learning loss. We will also be offering after school programs at the elementary and middle schools in order to provide extra learning time each day until 6 pm. We will be utilizing every Friday to provide both specific interventions and enrichment programs for all students. Carnegie Learning: <https://www.carnegielearning.com/why-cl/research-results/> Savvas Math: https://www.savvas.com/index.cfm?locator=PS3gGk&_ga=2.137833904.1048197314.1629125008-185274408.1598399592&acornRdt=1&acornRef=http%3A%2F%2Fwww%2Esavvas%2

Schools will be using several evidence-based programs to help overcome learning loss. We will begin by using Master Connect to assess where students are starting at in the beginning of the year. This program pinpoints each student's strengths and weaknesses and prescribes specific lessons and program to overcome the deficit areas. It is specific to every student so that each subgroup is covered with this program. We also will use new math programs at all levels to help overcome learning loss. We will also be offering after school programs at the elementary and middle schools in order to provide extra learning time each day until 6 pm. We will be utilizing every Friday to provide both specific interventions and enrichment programs for

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



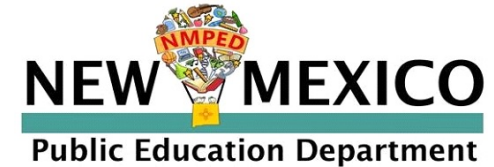
Ecom%3A80%2Fesser%3F%5
Fga%3D2%2E137833904%2E
1048197314%2E1629125008%2
D185274408%2E1598399592
MAP (NWEA) testing:
<https://www.nwea.org/research/all-research/>
Mastery Connect:
<https://www.instructure.com/canvas/resources/case-studies>
Babble Language:
<https://escholarship.org/uc/item/7v93n9xq>

all students.Carnegie
Learning:
<https://www.carnegielearning.com/why-cl/research-results/>
Savvas Math:
https://www.savvas.com/index.cfm?locator=PS3gGk&_ga=2.137833904.1048197314.1629125008-185274408.1598399592&acornRdt=1&acornRef=http%3A%2F%2Fwww%2Esavvas%2Ecom%3A80%2Fesser%3F%5Fga%3D2%2E137833904%2E1048197314%2E1629125008%2D185274408%2E1598399592
MAP (NWEA) testing:
<https://www.nwea.org/research/all-research/>
Mastery Connect:
<https://www.instructure.com/canvas/resources/case-studies>
Babble Language:
<https://escholarship.org/uc>

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS

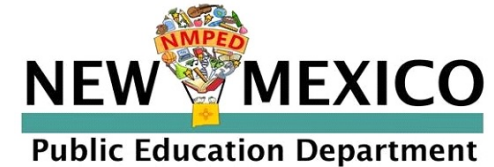


			/item/7v93n9xq	
Activities to address the Social Emotional Needs of all students	Yes	150,000.00	Yes	150,000.00
Activities to address the Academic Needs of all students	Yes	350,000.00	Yes	150,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	100,000.00	Yes	75,000.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	30,000.00	Yes	4,550.00
Students from low-income families	Yes	170,471.75	Yes	50,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	45,000.00	Yes	4,550.00
English learners	Yes	15,000.00	Yes	4,550.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	10,000.00	Yes	4,550.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	Yes	25,000.00	Yes	4,535.88
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		895,471.75		447,735.88

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



Additional Reserve Funds (Optional)

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

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



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

Activities to Address Needs

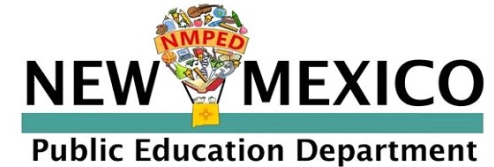
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



Individuals with Disabilities Education Act (IDEA)	Special programs for individual students if there is a need during the Friday programs.	20,000.00	Special programs for individual students if there is a need during the Friday programs.	20,000.00
Adult Education and Family Literacy Act (AEFLA)	Socorro Consolidated schools will be working with New Mexico Tech University community Education department to provide adult former students who are no longer in school.	10,000.00	Socorro Consolidated schools will be working with New Mexico Tech University community Education department to provide adult former students who are no longer in school.	10,000.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	Socorro Consolidated Schools will be working with CNM in order to provide extended CTE offerings to our students. These include Diesel mechanics, Welding, CDL, Heavy equipment, Plumbing and Electrical, These programs will begin this fall with offerings on Enrichment Fridays then work into daily classes asap. We will also include GED classes.	150,000.00	Socorro Consolidated Schools will be working with CNM in order to provide extended CTE offerings to our students. These include Diesel mechanics, Welding, CDL, Heavy equipment, Plumbing and Electrical, These programs will begin this fall with offerings on Enrichment Fridays then work into daily classes asap. We will also include GED classes.	150,000.00
		180,000.00		180,000.00

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



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

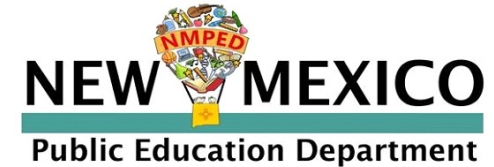
ARP ESSER 1/3

	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	Continue same training we've been doing	15,000.00	Continue same training we've been doing	15,000.00

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS

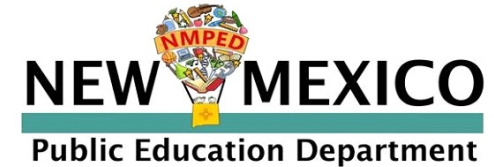


Purchasing supplies to sanitize and clean the LEA's facilities	Purchasing supplies for all school facilities	55,000.00	Purchasing supplies for all school facilities	55,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Items at facilities like screens, windows and doors, no-touch locks with proximity recognition, air quality detectors, and lighting.	139,104.85	Items at facilities like screens, windows and doors, no-touch locks with proximity recognition, air quality detectors, and lighting.	8,301.43
Improving indoor air quality	Upgrading HVAC for older schools and units to achieve the best air quality possible	154,528.25		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	We will reach out to each sub-population with pamphlets and direct contact with email and phone to assess individual needs and meet them on a case by case basis.	100,000.00	We will reach out to each sub-population with pamphlets and direct contact with email and phone to assess individual needs and meet them on a case by case basis.	25,000.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs				
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	Process to Provide food to students utilizing our bus fleet and workers if necessary	65,000.00	Process to Provide food to students utilizing our bus fleet and workers if necessary	65,000.00

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



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)	Providing digital devices for students in all of these subgroups and creating a broadcast network that will provide internet to students. Will also equip each classroom with broadcast ready equipment to present and stream lessons when necessary.	200,000.00	Providing digital devices for students in all of these subgroups and creating a broadcast network that will provide internet to students. Will also equip each classroom with broadcast ready equipment to present and stream lessons when necessary.	20,000.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	2 counselor positions to address the needs of students along with various programs to help with the mental health needs.	200,000.00	2 counselor positions to address the needs of students along with various programs to help with the mental health needs.	60,000.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss	Lower class sizes where possible to help with learning loss by hiring 3-4 new teachers.	300,000.00	p with learning loss by hiring 3-4 new teachers.	
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	Pay retention/recruitment/hazard payment to all staff who are employed now and attract new staff for open positions.	1,962,500.00	Pay retention/recruitment/hazard payment to all staff who are employed now and attract new staff for open positions.	1,247,265.12

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



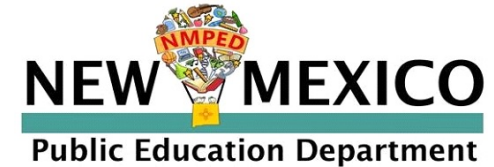
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	Work with local governments to coordinate our responses	20,000.00	Work with local governments to coordinate our responses	20,000.00
Sub Totals		3,211,133.10		1,515,566.55

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	8/11/2021	5/27/2021	4/28/2021	
Families	8/11/2021	5/27/2021	4/28/2021	
School and district administrators (including Special Education administrators)	8/11/2021	2/24/2021	2/9/2021	
Teachers	8/11/2021	2/24/2021	2/9/2021	
Principals	8/11/2021	2/24/2021	2/9/2021	
School leaders	8/11/2021	6/18/2021	6/19/2021	
Other educators	8/11/2021	8/10/2021		
School support personnel	8/11/2021	2/24/2021	2/9/2021	
Unions	8/11/2021	2/24/2021	2/9/2021	
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)	8/11/2021	8/3/2021	5/27/2021	
Superintendents	8/11/2021	8/3/2021	5/27/2021	
Charter school leaders (if applicable)	8/11/2021	8/3/2021	5/27/2021	
Stakeholders representing the interests of:				

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



Children with disabilities	8/11/2021	5/27/2021	8/3/2021
English learners	8/11/2021	5/27/2021	8/3/2021
Children experiencing homelessness	8/11/2021	5/27/2021	5/27/2021
Children in foster care	8/11/2021	8/3/2021	5/27/2021
Migratory students	8/11/2021	8/3/2021	5/27/2021
Children who are incarcerated	8/11/2021	8/3/2021	5/27/2021
Other underserved students	8/11/2021	8/3/2021	5/27/2021

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.

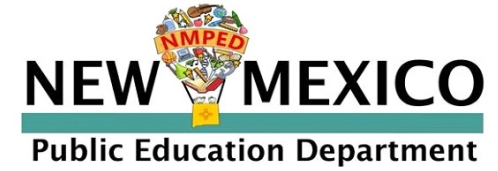
*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit 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	2,238,679.39	4.45	1.0445	0.00	95,376.96	2,238,679.39	2,143,302.43

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



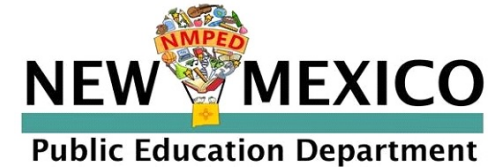
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	4,477,358.77	4.45	1.0445	0.00	190,753.92	4,477,358.77	4,286,604.85
-------------------------------------	-----	--------------	------	--------	------	------------	--------------	--------------

Required Information - GEPA

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS

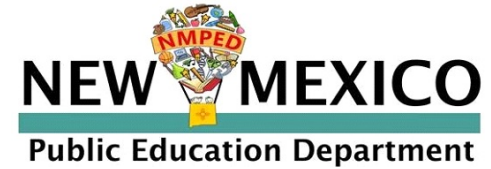


	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric</p> <p>A satisfactory answer</p> <ul style="list-style-type: none">• Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none">• May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access	<p>The only barriers we can identify that still exist would be equal access to internet and also to in person programs. The district will work with EVERY student to assure that they have access to all programs. We have outreach to all of the sub-groups through our student health and wellness group made up of all of our mental health workers in our schools. They reach out individually to students who may fall into one of these subgroups to insure that they are able to participate fully in any program that is offered by Socorro Schools. We will also be working with New Mexico Tech community learning department to implement programs to provide people with GED opportunities and also continuing ed programs to help them get employed with certificates earned through the program. (ie- CDL classes, Diesel mechanics, heating and cooling and Welding.</p>

ARP Grant Application

2021-2022

SOCORRO CONSOLIDATED SCHOOLS



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	True
The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021	True
Please provide the link to the LEA's re-entry plan on the LEA's website	https://www.socorroschools.org/home/covid-response , Socorro Reentry Plan
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