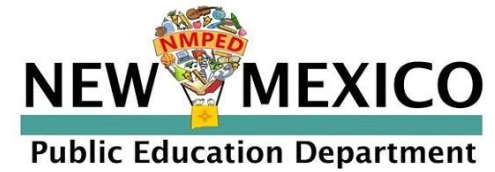


ARP Grant Application

2021-2022

TAOS ACADEMY



| Contact Information | |
|---------------------|-------------------------|
| District | TAOS ACADEMY |
| District Code | 510 |
| District Type | State Charter |
| Email Address | tfiliss@taosacademy.org |
| Phone Contact | 5757767546 |
| Application Status | Submit to State |

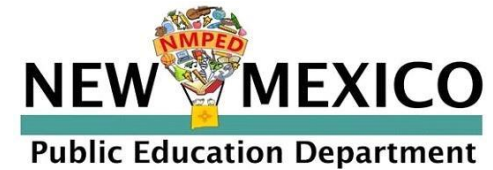
| Budget Table | |
|-----------------------------------|-----------|
| ARP ESSER Award 2/3 rd Allocation | 262964.50 |
| ARP ESSER Award 2/3 rd Debit | 262964.50 |
| ARP ESSER Award 2/3 rd Balance | 0.00 |
| ARP ESSER Award 1/3 rd Allocation | 131482.25 |
| ARP ESSER Award 1/3 rd Debit | 0.00 |
| ARP ESSER Award 1/3 rd Balance | 131482.25 |

| 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 |

ARP Grant Application

2021-2022

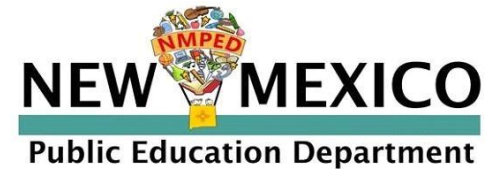
TAOS ACADEMY



| | | | | |
|---|---|--------------------|--|--------------------|
| <p>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).</p> | <p>Taos Academy will be using the 20% set aside ARP funds to support 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 in the following ways:</p> <p>Academic Learning needs: The school has hired 2 FTE for student academic support. Students will be assessed and placed into tutoring sessions in accordance to need and accelerated instructional practices will be provided using digital as well as high qualified teacher developed learning tools. Evidence based curriculum/training and contracting a Reading specialist will be acquired with ARP funds. To support learning loss in reading, Taos Academy has contracted with a Master Level trained reading coach. She will be targeting comprehension skills, fluency, spelling, summarizing for all content areas, and writing. To support learning loss in math, Taos Academy has partnered with Mid School Math. This evidence based digital program supports students with problem</p> | <p>\$52,592.90</p> | <p>Taos Academy will be using the 20% set aside ARP funds to support address learning loss through the implementation of social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups in the following ways:</p> <p>Social/Emotional Learning needs - SEL: Taos Academy will be hiring a full time Rehabilitation Counselor and School Councilor to serve our highest needs kids in mental health as well as supporting student groups in continued work on Restorative Practices, teaching healthy relationships and communication, and supporting next steps for career/college educational choices. TA will also be continuing to foster a strong SEL atmosphere providing students with daily SEL lessons administered by TA staff.</p> <p>Taos Academy is committed to serving all kids but will be especially aware of the needs associated with the most underserved students including but not limited to racial and ethnic groups, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care. By using high quality teachers and curriculum, Taos Academy can</p> | <p>\$26,296.45</p> |
|---|---|--------------------|--|--------------------|

ARP Grant Application

2021-2022



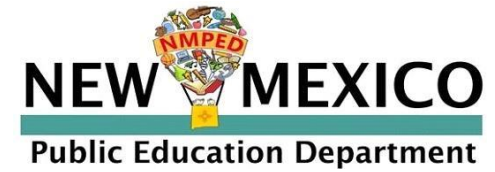
TAOS ACADEMY

| | | | | |
|---|--|--------------------|---|--------------------|
| | <p>and enquiry based skills development to be used for both on campus learning and at home practice. See National Science Foundation Randomized Controlled Trials</p> <p>have been conducted under National Science Foundation funding. All three trials followed gold standard research designs. https://www.midschoolmath.com/research</p> <p>Taos Academy is committed to serving all kids but will be especially aware of the needs associated with the most underserved students including but not limited to racial and ethnic groups, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care. By using high quality teachers and curriculum, Taos Academy can support closing the gaps for these students quickly and with targeted curriculum for individualized programming.</p> | | <p>support closing the gaps for these students quickly and with targeted curriculum for individualized programming.</p> | |
| <p>Activities to address the Social Emotional Needs of all students</p> | <p>no</p> | | <p>Yes</p> | <p>\$23,000.00</p> |
| <p>Activities to address the Academic Needs of all students</p> | <p>Yes</p> | <p>\$50,000.00</p> | <p>no</p> | <p>0.00</p> |

ARP Grant Application

2021-2022

TAOS ACADEMY

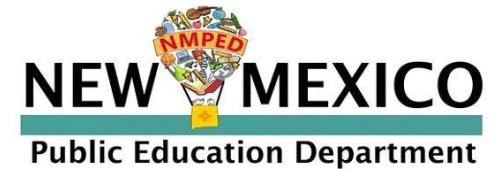


| | | | | |
|---|-----|-----------|-----|-----------|
| Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups: | | | | |
| Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity) | Yes | \$2000.00 | Yes | \$2000.00 |
| Students from low-income families | Yes | 100.00 | Yes | 200.00 |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)) | Yes | 100.00 | Yes | 200.00 |
| English learners | Yes | 100.00 | Yes | 200.00 |
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender) | Yes | 100.00 | Yes | 196.45 |
| Migratory students | Yes | 50.00 | Yes | 100.00 |
| Students experiencing homelessness | Yes | 92.90 | Yes | 100.00 |

ARP Grant Application

2021-2022

TAOS ACADEMY



| | | | | |
|-----------------------------------|-----|------------------|-----|------------------|
| Children and youth in foster care | yes | 50.00 | Yes | 100.00 |
| Sub Totals | | 52,592.90 | | 26,296.45 |

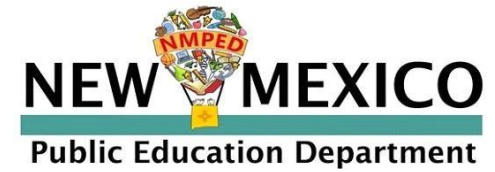
Additional Reserve Funds (Optional)

| | 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 |

ARP Grant Application

2021-2022

TAOS ACADEMY



| | | | | |
|---|----|-------------|----|-------------|
| Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity) | No | 0.00 | No | 0.00 |
| Students from low-income families | No | 0.00 | No | 0.00 |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)) | No | 0.00 | No | 0.00 |
| English learners | No | 0.00 | No | 0.00 |
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender) | No | 0.00 | No | 0.00 |
| Migratory students | No | 0.00 | No | 0.00 |
| Students experiencing homelessness | No | 0.00 | No | 0.00 |
| Children and youth in foster care | No | 0.00 | No | 0.00 |
| Sub Totals | | 0.00 | | 0.00 |

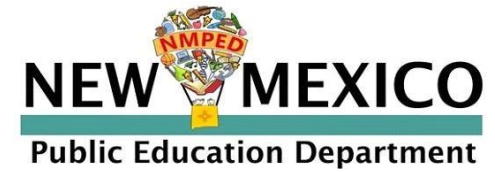
Activities to Address Needs

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.

ARP Grant Application

2021-2022

TAOS ACADEMY



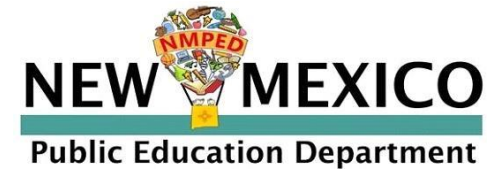
| | | | | |
|---|-------------------------------|---------------|-------------------------------|---------------|
| Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts. | 2/3 Amount Allocations | | 1/3 Amount Allocations | |
| | Narrative | Amount | Narrative | Amount |
| Elementary and Secondary Education Act (ESEA) | | 0.00 | | 0.00 |
| Individuals with Disabilities Education Act (IDEA) | | 0.00 | | 0.00 |
| Adult Education and Family Literacy Act (AEFLA) | | 0.00 | | 0.00 |
| Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE) | | 0.00 | | 0.00 |
| | | 0.00 | | 0.00 |

| Response Efforts - COVID 19 | | |
|---|---------------|---------------|
| | ARP ESSER 2/3 | ARP ESSER 1/3 |
| <p>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</p> | | |

ARP Grant Application

2021-2022

TAOS ACADEMY

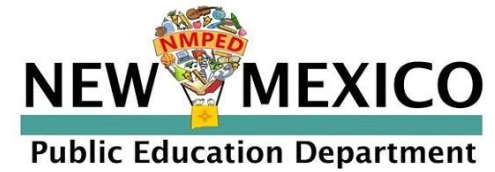


| | | | | |
|---|--|---------------|------------------|---------------|
| <p>need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable 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.</p> | | | | |
| | Narrative | Amount | Narrative | Amount |
| <p>Training and professional development on sanitizing and minimizing the spread of infectious diseases</p> | | 0.00 | | 0.00 |
| <p>Purchasing supplies to sanitize and clean the LEA’s facilities</p> | | 0.00 | | 0.00 |
| <p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p> | <p>Taos Academy intends to use the ARP funds to secure expanded space to reduce per student square footage of indoor/outdoor learning spaces to reduce the risk of virus transmission and exposure to environmental health</p> | \$110,371.60 | | 0.00 |

ARP Grant Application

2021-2022

TAOS ACADEMY

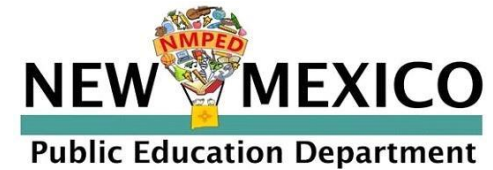


| | | | | |
|--|---|------|--|------|
| | <p>hazards. Taos Academy is committed to sustainability in utilization of funds to better serve the most underserved students including but not limited to racial and ethnic groups, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care. Providing more usable space will insure students have the opportunities to explore more areas in career technical education in a safe environment.</p> | | | |
| Improving indoor air quality | | 0.00 | | 0.00 |
| Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth | | 0.00 | | 0.00 |
| Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs | | 0.00 | | 0.00 |

ARP Grant Application

2021-2022

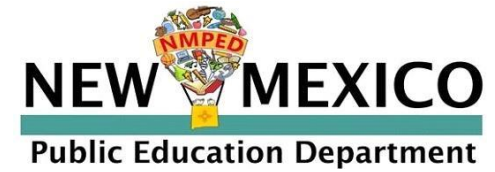
TAOS ACADEMY



| | | | | |
|---|--|-------------------|---|---------------------|
| <p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p> | | <p>0.00</p> | | <p>0.00</p> |
| <p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p> | | <p>0.00</p> | <p>\$50,000 will be used to continue updating our technology footprint by purchase of computers and technology infrastructure. All digital devices will be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices will allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing.</p> | <p>\$50,000</p> |
| <p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p> | <p>Social/Emotional Learning needs - SEL: Taos Academy will be hiring a full time Rehabilitation Counselor and School Councilor to serve our highest needs kids in mental health as well as supporting student groups in continued work on Restorative Practices, teaching healthy relationships and communication, and supporting next steps for career/college educational choices. TA will also be continuing to foster a</p> | <p>\$100,000.</p> | <p>Social/Emotional Learning needs - SEL: Taos Academy will be hiring a full time Rehabilitation Counselor and School Councilor to serve our highest needs kids in mental health as well as supporting student groups in continued work on Restorative Practices, teaching healthy relationships and communication, and supporting next steps for career/college educational choices. TA will also be continuing to foster a</p> | <p>\$55, 185.55</p> |

ARP Grant Application

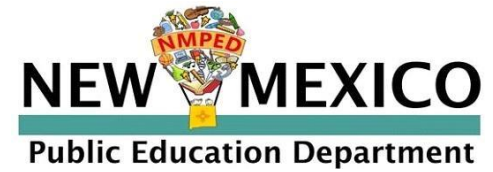
2021-2022



TAOS ACADEMY

| | | | | |
|---|--|-------------|---|-------------|
| | <p>strong SEL atmosphere providing students with daily SEL lessons administered by TA staff.</p> <p>Taos Academy is committed to serving all kids but will be especially aware of the needs associated with the most underserved students including but not limited to racial and ethnic groups, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care. By using high quality teachers and curriculum, Taos Academy can support closing the gaps for these students quickly and with targeted curriculum for individualized programming</p> | | <p>strong SEL atmosphere providing students with daily SEL lessons administered by TA staff.</p> <p>Taos Academy is committed to serving all kids but will be especially aware of the needs associated with the most underserved students including but not limited to racial and ethnic groups, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care. By using high quality teachers and curriculum, Taos Academy can support closing the gaps for these students quickly and with targeted curriculum for individualized programming.</p> | |
| <p>Planning and implementing activities related to summer learning and supplemental after-school programs</p> | | <p>0.00</p> | | <p>0.00</p> |
| <p>Addressing learning loss</p> | | <p>0.00</p> | | <p>0.00</p> |
| <p>Other activities that are necessary to maintain operation of and continuity of and services, including continuing to</p> | | <p>0.00</p> | | <p>0.00</p> |

ARP Grant Application



2021-2022

TAOS ACADEMY

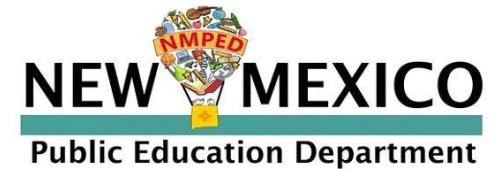
| | | | | |
|---|--|-------------------|--|------------|
| employ existing or hiring new LEA and school staff | | | | |
| Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19. | | | | |
| Sub Totals | | 210,371.60 | | 105,185.55 |

| 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 | Date(s) Consulted |
| Students | 6/14/2021 | 7/19/2021 | 8/28/21 | 8/28/21 |
| Families | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| School and district administrators (including Special Education administrators) | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| Teachers | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| Principals | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| School leaders | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| Other educators | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| School support personnel | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |

ARP Grant Application

2021-2022

TAOS ACADEMY

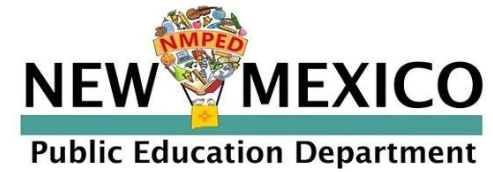


| | | | | |
|--|-----------|-----------|----------|---------|
| Unions | | | | |
| Tribes(if applicable) | | | | |
| Civil rights organizations (including disability rights organizations) | | | | |
| Superintendents | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| Charter school leaders (if applicable) | | | | |
| Stakeholders representing the interests of: | | | | |
| Children with disabilities | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| English learners | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| Children experiencing homelessness | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| Children in foster care | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| Migratory students | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |
| Children who are incarcerated | | | | 8/28/21 |
| Other underserved students | 6/14/2021 | 7/19/2021 | 8/9/2021 | 8/28/21 |

ARP Grant Application

2021-2022

TAOS ACADEMY



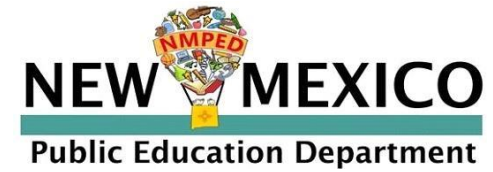
| | |
|--|--|
| <p>Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically,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

| 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 | no | 131,482.25 | 8 | 1.08 | 0.00 | 0.00 | 0.00 | 0.00 |

ARP Grant Application

2021-2022

TAOS ACADEMY



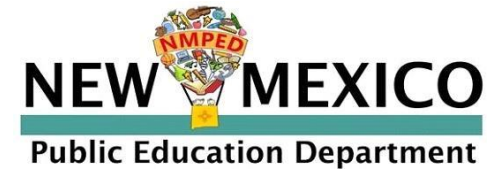
| | | | | | | | | |
|--|----|------------|---|------|------|------|------|------|
| ARP ESSER 2/3 rd Indirect Cost Rate | No | 262,964.50 | 8 | 1.08 | 0.00 | 0.00 | 0.00 | 0.00 |
|--|----|------------|---|------|------|------|------|------|

| Required Information - GEPA | |
|---|---|
| | Required Narrative |
| <p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access | <p>GEPA (20 U.S.C. 1228a) Information on the steps the LEA proposes to take. Taos Academy is committed to taking the necessary steps to ensure students, teachers, and other program beneficiaries overcome barriers that impede equal access to, or participation in, the program.</p> <p>Learning loss programming: Evidence based curriculum/training will be accessible to all students and teachers. Taos Academy will provide assisted technology tools to minimize barriers such as sight, reading level, language or other, to access these digital resources where needed. Tools such as text to speech, change languages, dictation tools, etc. To address gender barriers Taos</p> |

ARP Grant Application

2021-2022

TAOS ACADEMY



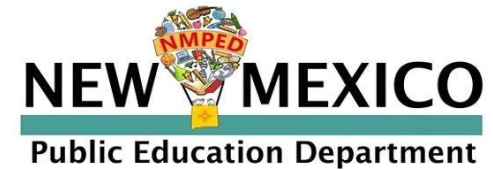
Academy intends to include a variety of options for math that may interest differences in gender.

SEL programming - Restorative practices and SEL programming will be accessible to all students and teachers. Taos Academy will provide tools to minimize barriers such as sight, reading level, language or other, to access these resources where needed. Students in need of more targeted emotional health will have access to a social worker as well as other community resources available for mental health support. To minimize barriers TA will serve our highest needs kids in mental health as well as supporting student groups in continued work on Restorative Practices teaching healthy relationships and communication.

ARP Grant Application

2021-2022

TAOS ACADEMY



| | |
|--|--|
| <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://filecabinet10.eschoolview.com/6A0E72B9-627A-40EB-82BA-7409AD7675DC/5c4a5e63-43ee-4f8e-8639-429f9ac8138e.pdf</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> |