

ARP Grant Application

2021-2022

BLOOMFIELD SCHOOLS



Contact Information		Budget Table	
District	BLOOMFIELD	ARP ESSER Award 2/3 rd Allocation	4317543.03
District Code	066	ARP ESSER Award 2/3 rd Debit	4313710.64
District Type	State District	ARP ESSER Award 2/3 rd Balance	3832.39
Email Address	pmarquez@bsin.k12.nm.us	ARP ESSER Award 1/3 rd Allocation	2158771.51
Phone Contact	5056324309	ARP ESSER Award 1/3 rd Debit	2053858.52
Application Status	In Process	ARP ESSER Award 1/3 rd Balance	104912.99

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).	In the 21-22 school year, Bloomfield School District will work to support our unrepresented subgroups and displaced youth through a focused process in our registration protocols, leadership support, educator training and student support coordinators. We have trained and worked with leaders and	863,508.61	Will use stakeholder input to budget remaining funds	431,754.30

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frontline staff (secretaries and registrars) to be more responsive to students with CIB & 506 forms, SPED, ELL, low income, McKinney Vento and students at risk. Bloomfield Schools wants to welcome and support students in the post-covid19 educational atmosphere. We as a district will work to develop positive relationships and understand the children we serve in the district.

Supporting interventions and accelerate learning

The goal of this initiative is to assist teachers and site staff measure and diagnose learning loss utilizing a universal assessment tool (NWEA). The results of the assessment can be used to identify areas of need, develop intervention groups in reading and math, and be used to develop short and long-term SMART goals to support student learning and minimize learning gaps that may exist.

Purchase district license for two

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years

Professional Development – the District will allocate approximately \$ 50,000 to provide professional development opportunities focused on instructional practices to improve student achievement, curriculum design, integration of technology, and social-emotional supports (list is not all inclusive):MC2

- a. Imagine Learning Reading and Math district-wide deployment and training
- b. Reading in the Content Areas Intervention through 95% and Imagine Learning
- c. Math Imagine Math : Common Interim Assessment monitoring.
- d. Social-Emotional Learning (PBIS, Conscious Discipline, Behavior and Family Support Coordinators.)
- e. Technology Training (Remote systems and coaching)
- f. Students with Disabilities supports : Additional support

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		for recovery, students support and maintenance of Post COVID-19 environment in classrooms. g. Extended day and summer academic support through summer STEAM academies.		
Activities to address the Social Emotional Needs of all students	Yes	145,000.00	Yes	50,000.00
Activities to address the Academic Needs of all students	Yes	150,000.00	Yes	81,754.00
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	123,508.61	Yes	130,000.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	50,000.00	Yes	50,000.00
Students from low-income families	Yes	80,000.00	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	150,000.00	Yes	25,000.00
English learners	Yes	65,000.00	Yes	25,000.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	45,000.00	Yes	5,000.00
Migratory students	Yes	5,000.00	Yes	5,000.00
Students experiencing homelessness	Yes	40,000.00	Yes	5,000.00

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Children and youth in foster care	Yes	10,000.00	Yes	5,000.00
Sub Totals		863,508.61		431,754.00

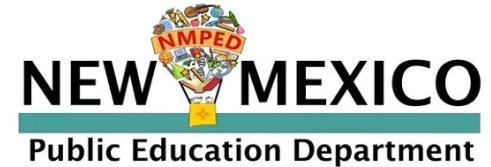
Additional Reserve Funds (Optional)

	<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>
<p>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).</p>	<p>Bloomfield School District will address the learning loss of students through</p> <p>In the 21-22 school year, Bloomfield School District will work to support our unrepresented subgroups and displaced youth through a focused process in our registration protocols, leadership support, educator training and student support coordinators. We have trained and worked with leaders and frontline staff (secretaries and registrars) to be more responsive to students with CIB & 506 forms, SPED, ELL, low income, McKinney Vento and students at risk. Bloomfield Schools wants to welcome and support students in the post-covid19 educational atmosphere. We as a district will work to develop positive relationships and understand the children we serve in the district.</p>	<p>Will use stakeholder input to budget remaining funds</p>

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Supporting interventions and accelerate learning

The goal of this initiative is to assist teachers and site staff measure and diagnose learning loss utilizing a universal assessment tool (NWEA). The results of the assessment can be used to identify areas of need, develop intervention groups in reading and math, and be used to develop short and long-term SMART goals to support student learning and minimize learning gaps that may exist.

Purchase district license for two years

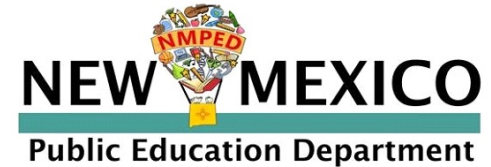
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- a. Imagine Learning Reading and Math district-wide deployment and training
- b. Reading in the Content Areas Intervention through 95% and Imagine Learning
- C. Math Imagine Math : Common Interim Assessment monitoring.
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e. Students with Disabilities supports :
Additional support for recovery, students support and maintenance of Post COVID-19 environment in classrooms.

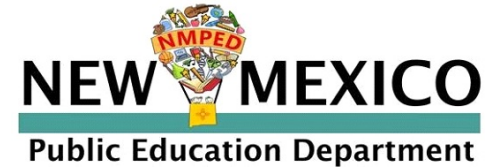
f. Extended day and summer academic support through summer STEAM academies.

Family Wellness and Resource Hub (\$600K)
This initiative will include creating office space for the district Family Liaison and the Behavioral Health Specialist, create a non-threatening training and support space, create a community space to offer family services (clothing, food, health and wellness support services, etc.), and create therapeutic spaces where students and families can visit and work with specialists in social, and emotional struggles. Our goal is to create a community-based location that will support the needs of families especially those who have been impacted by the pandemic for all district students and families. This is a two phase project where in ESSER II/ Phase 1 we will create office space for assigned staff as well as a classroom/training environment. This will require setting up an office space by painting, doing some electrical work, furniture, fixtures, etc.; approximately \$20K. ESSER III/ Phase 2 will be a complete transformation of existing space to create functional spaces for training, socializing, resource storage & distribution (food & clothing), creating spaces for community functions, transforming exterior

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spaces to promote health and wellness, de-escalation, therapeutic environments, and outdoor learning/meeting space; approximately \$580K .

Address the disproportionate impact of COVID-19 on

Low-income families, children with disabilities, and -homeless through offering support services and resources that will be housed in the Family Wellness and Resource Center (Community Pantry, Community Closet, Outreach referral, Technology support, etc.). Support homeless families who may have been displaced due to hardships with the current effect of the pandemic by providing them with support and resources.

Engage in Culturally and Linguistically Relevant Practices

Create a community environment that represents the cultural identities within the community through murals, art, and activities. Validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.

Ensure their underserved populations have access to programs and services that are culturally and linguistically responsive and meet their social, emotional, and academic needs.

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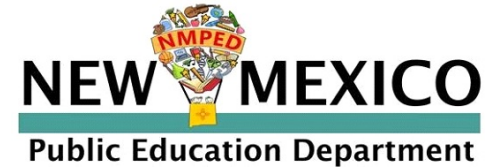
Address the academic impact of lost instructional time
Creating a better version of self students and parents) through social coaching supporting mental health and wellness.
Provide community based support, resources, and training to cope with family needs and struggles related to learning loss
Providing information and assistance to students, parents, and families regarding how they can effectively support each other to be successful in learning environments.
Interventions will respond to social, emotional, mental health and academic needs of all students
Provide mental health services and supports in a non-threatening and resource rich environment
Assist with outreach referrals
Create spaces that support de-escalation and non-threatening environments and environments that support health and wellness activities.

Include meaningful consultation with stakeholders
Utilize Family Liaison and Behavioral Health Specialist to work with families in need by creating spaces to collaborate, train, and socialize.

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Utilize aforementioned staff to support struggling students and parents.
Family Wellness and Resource Hub (\$600K)
This initiative will include creating office space for the district Family Liaison and the Behavioral Health Specialist, create a non-threatening training and support space, create a community space to offer family services (clothing, food, health and wellness support services, etc.), and create therapeutic spaces where students and families can visit and work with specialists in social, and emotional struggles. Our goal is to create a community-based location that will support the needs of families especially those who have been impacted by the pandemic for all district students and families. This is a two phase project where in ESSER II/ Phase 1 we will create office space for assigned staff as well as a classroom/training environment. This will require setting up an office space by painting, doing some electrical work, furniture, fixtures, etc.; approximately \$20K. ESSER III/ Phase 2 will be a complete transformation of existing space to create functional spaces for training, socializing, resource storage & distribution (food & clothing), creating spaces for community functions, transforming exterior spaces to promote health and wellness, de-escalation, therapeutic environments, and outdoor learning/meeting space; approximately \$580K .

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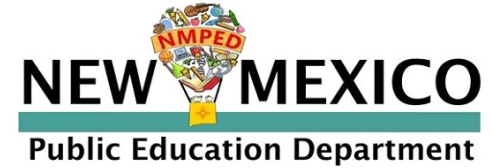


Activities to address the Social Emotional Needs of all students	Yes	50,000.00	Yes	50,000.00
Activities to address the Academic Needs of all students	Yes	50,000.00	Yes	170,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	50,000.00	Yes	50,000.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	125,000.00	Yes	75,000.00
Students from low-income families	Yes	100,000.00	Yes	100,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	160,000.00	Yes	160,000.00
English learners	Yes	35,000.00	Yes	35,000.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	20,000.00	Yes	20,000.00
Migratory students	Yes	10,000.00	Yes	10,000.00
Students experiencing homelessness	Yes	25,000.00	Yes	25,000.00
Children and youth in foster care	Yes	10,000.00	Yes	10,000.00
Sub Totals		635,000.00		705,000.00

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Activities to Address Needs

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

<p>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.</p>	<p>2/3 Amount Allocations</p>		<p>1/3 Amount Allocations</p>	
	<p>Narrative</p>	<p>Amount</p>	<p>Narrative</p>	<p>Amount</p>
<p>Elementary and Secondary Education Act (ESEA)</p>	<p>Bloomfield School District has initiated 21-22 to be a year to focus on the SEL and safe school initiatives with a concentration on academic support. Accelerating learning – As the 2021 student data described above indicates, the pandemic has adversely impacted student learning across the state. However, as described in Part 3 below, the impact has been amplified for students from underserved populations. Bloomfield School District is focusing on developing programs and initiatives that will drive success for all students while accelerating learning for those most impacted by the pandemic to make up</p>	<p>213,393.00</p>	<p>Bloomfield School District has initiated 21-22 to be a year to focus on the SEL and safe school initiatives with a concentration on academic support. Accelerating learning – As the 2021 student data described above indicates, the pandemic.</p>	<p>50,000.00</p>

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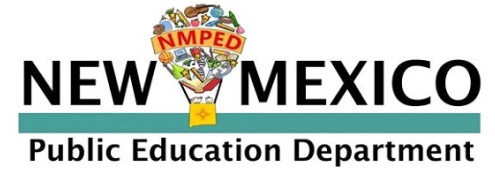


ground lost in the past two years and close the opportunity to learn and achievement gaps. Increasing Student engagement through expanding learning opportunities – Many students have felt disconnected from their schools or communities during the pandemic, and there have been fewer work based learning opportunities. Bloomfield is focusing on expanding the opportunities for students to access career and technical education (CTE) and workplace learning along with academically enriched learning that occurs before school, after school, during the summer, or when school is otherwise not in session. Due to the rural nature of the district, transportation and families in remote areas must be given an option of virtual and hybrid models of these support systems. Bloomfield District through the pandemic has incurred a teacher shortage so many teachers are unable to keep up with the demand of extended learning but additional compensation will be supported for those settings as best as we can.

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Individuals with Disabilities Education Act (IDEA)	Bloomfield School District has a 10% influx of Special Education Students. Due to many new enrollees, we determined many are coming from other school districts with very unique needs. We will need additional support staff for these students. 2 additional Paraprofessionals will be hired for this work.	80,000.00	port staff for these students. 2 additional Paraprofessionals will be hired for this work.	50,000.00
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
		293,393.00		100,000.00

Response Efforts - COVID 19

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<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 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>	<p>ARP ESSER 2/3</p>	<p>ARP ESSER 1/3</p>
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	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	<p>District-wide prevention, preparedness, and response to Pandemic incidents (100K)</p> <p>The goal of this initiative is to ensure that staff are ready to respond to possible outbreaks as well as minimize the spread of transmission through disinfection protocols. Provide training and support to minimize spread of infectious diseases.</p> <p>Purchasing disinfection supplies to sanitize and clean facilities</p> <p>Mitigate incidents future occurrences</p> <p>Purchasing PPE supplies to protect staff and minimize exposure or contagion</p> <p>Protect staff from contracting COVID-19</p>	75,000.00	<p>District-wide prevention, preparedness, and response to Pandemic incidents (100K)</p> <p>The goal of this initiative is to ensure that staff are ready to respond to possible outbreaks as well as minimize the spread of transmission through disinfection protocols. Provide training and support to minimize spread of infectious diseases.</p> <p>Purchasing disinfection supplies to sanitize and clean facilities</p> <p>Mitigate incidents future occurrences</p> <p>Purchasing PPE supplies to protect staff and minimize exposure or contagion</p> <p>Protect staff from contracting COVID-19</p>	25,000.00

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<p>Purchasing supplies to sanitize and clean the LEA's facilities</p>	<p>District-wide prevention, preparedness, and response to Pandemic incidents (100K) The goal of this initiative is to ensure that staff are ready to respond to possible outbreaks as well as minimize the spread of transmission through disinfection protocols. Provide training and support to minimize spread of infectious diseases. Purchasing disinfection supplies to sanitize and clean facilities Mitigate incidents future occurrences Purchasing PPE supplies to protect staff and minimize exposure or contagion Protect staff from contracting COVID-19</p>	<p>100,000.00</p>	<p>District-wide prevention, preparedness, and response to Pandemic incidents (100K) The goal of this initiative is to ensure that staff are ready to respond to possible outbreaks as well as minimize the spread of transmission through disinfection protocols. Provide training and support to minimize spread of infectious diseases. Purchasing disinfection supplies to sanitize and clean facilities Mitigate incidents future occurrences Purchasing PPE supplies to protect staff and minimize exposure or contagion Protect staff from contracting COVID-19</p>	<p>50,000.00</p>
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<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>	<p>Bloomfield School District has been in need of improving learning spaces and access to accommodate the current climate of pandemic outbreaks. Non-traditional Learning Spaces(250K) The goal of this initiative is to create more learning spaces by repairing existing spaces and creating outdoor learning spaces. The CDC and DOH has recommended that social distancing be one of the key defenses to protect against transmission and contact with an infected individual. Gym Bleachers Funds would be used to repair existing seating in gyms so that they can be utilized. Repair operational mechanisms that retract and extend bleachers. Currently, the seating mechanism and seats in bleachers are in need of repair. Outdoor Learning Spaces Install outdoor shades which will protect students from the sun and elements meanwhile promote social distancing and the ability to take in fresh air. Purchase seating & work tables so that students can work on</p>	<p>250,000.00</p>	<p>Stakeholder input will be needed after needs assessment of 21-22 SY</p>	<p>0.00</p>
<p>Improving indoor air quality</p>	<p>District-wide HVAC SYSTEM repairs,</p>	<p>500,000.00</p>	<p>Stakeholder input will be needed after</p>	<p>0.00</p>

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maintenance, and upgrades (500K)
Implement prevention and mitigation strategies consistent with CDC guidance and provide site principals with necessary resources to address the needs of their school by ensuring indoor air quality is maintained through serviceable HVAC equipment. This initiative will add and/or replace aging HVAC units that are not designed for MEV-13 filtering. Improvements and repairs will improve airflow and filtering of indoor air quality.

District-wide Indoor Air Quality and Ventilation Improvements

Purchase indoor air purifiers which will aid in filtering indoor air in at-risk environments or locations where there is a high number of individuals.

Purchase MERV-13 filters to improve indoor air quality

Replace aged systems so that they can accommodate MERV-13 filtering to improve indoor air quality (Blanco, Central Primary, Mesa Alta)

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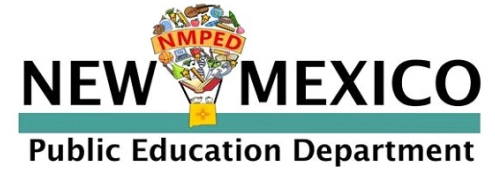
Purchase indoor air purifiers which will aid in filtering indoor air in at-risk environments or locations where there is a high number of individuals.

needs assessment of 21-22 SY

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	<p>Purchase MERV-13 filters to improve indoor air quality</p> <p>Replace aged systems so that they can accommodate MERV-13 filtering to improve indoor air quality (Blanco, Central Primary, Mesa Alta)</p>			
<p>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</p>	<p>District-wide improvements to water systems (75K)</p> <p>The goal would be to reduce the risk of transmission and exposure by converting water fountains to bottle fillers minimizing personal contact and supporting student health needs.</p> <p>Purchase water bottle filler stations and needed supplies to retrofit into existing locations</p>	50,000.00	<p>Stakeholder input will be needed after needs assessment of 21-22 SY</p>	0.00

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<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs</p>	<p>Bloomfield School District-wide prevention, preparedness, and response to Pandemic incidents (100K) The goal of this initiative is to ensure that staff are ready to respond to possible outbreaks as well as minimize the spread of transmission through disinfection protocols. Purchasing disinfection supplies to sanitize and clean facilities Mitigate incidents future occurrences Purchasing PPE supplies to protect staff and minimize exposure or contagion Protect staff from contracting COVID-19</p>	<p>100,000.00</p>	<p>Stakeholder input will be needed after needs assessment of 21-22 SY</p>	<p>0.00</p>
<p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p>	<p>Bloomfield School District is working to develop and train educators for long-term closures through the development, training, differentiated tech coaching and fine tuning of online research based curriculum.(Edgenuity, 95% group, NWEA Screening, Imagine Learning platforms to support ELA, Math , Special Education and ELL in remote settings.</p>	<p>200,000.00</p>	<p>Stakeholder input will be needed after needs assessment of 21-22 SY</p>	<p>0.00</p>

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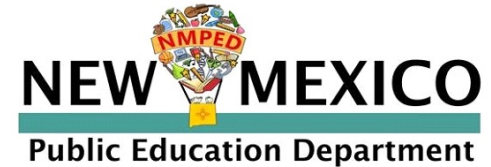


<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Bloomfield School District has researched online and instructional materials to support ELA and Math initiatives in a technological setting to support learning to all students. Imagine Math, Reading, Language, Accelerated Reading and Edgenuity. for intervention but can crossover into a remote setting if needed. - The following materials will be utilized by students to meet the Computer Science Standards particularly in the areas of writing algorithms, coding and debugging in grades K-8. Lego Robotics - Kits for grades 4-8 \$70,000 Unruly Splats - Materials for grades K-3 \$30,000</p>	<p>225,000.00</p>	<p>Bloomfield School District has researched online and instructional materials to support ELA and Math initiatives in a technological setting to support learning to all students. Imagine Math, Reading, Language, Accelerated Reading and Edgenuity. for intervention but can crossover into a remote setting if needed. - The following materials will be utilized by students to meet the Computer Science Standards particularly in the areas of writing algorithms, coding and debugging in grades K-8. Lego Robotics - Kits for grades 4-8 \$70,000 Unruly Splats - Materials for grades K-3 \$30,000</p>	<p>325,000.00</p>
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>	<p>Behavioral Coordinator and Family Support Liaison</p>	<p>25,000.00</p>	<p>Bloomfield School District will conduct a needs assessment to ensure all social workers and counselors are receiving the support needed and if the demand is exceeding the support we can give to students and families.</p>	<p>25,000.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>	<p>Bloomfield School District will recruit certified teachers to support supplemental learning programs. Certified Teachers will provide</p>	<p>120,000.00</p>	<p>Stakeholder input will be needed after needs assessment of 21-22 SY</p>	<p>50,000.00</p>

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instruction utilizing high-quality instructional materials/techniques such as 95%, LETRs, CORE, close reading, Istation, Imagine Learning, and the resources identified in the Standards-Based Guide Intervention Strategies/Low Performance Links. Content needs to be presented in a different manner than how it has been presented during core instruction time. Intensive intervention will be a mixture of on-grade level content (using strategies such as close reading activities) with “just-in-time” adaptive supports to fill potential gaps. EA’s will support instruction in grades K-3. STEM themes will be interwoven throughout reading, writing, and math. Emphasis will be on non-fiction content.

Impact potential on 750 students

BECC – 5 teachers x 15 students/teacher = 75 students

Blanco – 6 teachers x 15 students/teacher = 90 students

Central Primary – 12 teachers x 15 students/teacher = 180 students

Naaba Ani – 12 teachers x 15 students/teacher = 180 students

Mesa Alta – 6 teachers (2 Eng., 2 Math, 2 Sci) x 15 students/teacher = 90 students

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	BHS – 6 teachers (2 English, 2 Math, 2 Science) x 15 students/tchr. = 90 students			
Addressing learning loss	<p>K-12 Subjects: Reading, Math, Sci Level: High-dosage tutoring - Intensive Intervention Using Research-Based Programs and High-Quality Instructional Materials including Imagine Learning Lang/ Literacy/Math Learning Pathways and Math Facts (K-6). Frequency: 3 days weekly throughout school year (Tuesday, Wednesday, Thursday) for a total of 88 days September 7, 2021 – May 12, 2022 ***Start date may change depending on funding source. Sept. 7, 8, 9, 14 15, 16, 21, 23, 28, 29, 3 Oct. 5, 7, 12, 13, 14, 19, 20, 21, 26, 27, 28 Nov. 2, 3, 4, 9, 11, 16, 17, 18, 30 Dec. 1, 2, 7, 8, 9, 14, 15, 16 Jan. 11, 12, 13, 18, 19, 20, 25, 26, 27 Feb. 1, 3, 8, 9, 10, 15, 16, 17, 22, 23, 24 Mar. 1, 3, 8, 9, 10, 22, 23, 24, 29, 30, 31 April 5, 6, 7, 12, 13, 14, 19, 20, 21, 26, 27, 28</p>	612,600.00	Stakeholder input will be needed after needs assessment of 21-22 SY	150,000.00

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May 3, 4, 5, 10, 11, 12

Duration: 1 hour – For elementary students, 30 minutes will be spent in reading and 30 in math; secondary dependent on need

Elementary 3:00-4:00

Secondary 3:45-4:45

Maximum Group Size: <5 per teacher

Target Population: Students identified as most at-risk through district assessments, inclusive of students with special needs and those who are being considered for retention.

Pre/Post Assessment: Students in grades K-6, use benchmark/PM Istation (K-3) or NWEA (4-6) data in reading and math. For students in grades 7-12, use Imagine Math pre/post and CIA scores or EOC's for ELA/Science depending on the class.

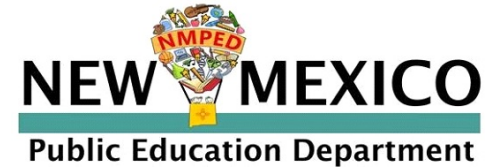
Content: Certified teachers will provide instruction utilizing high-quality instructional materials/techniques such as 95%, LETRs, CORE, close reading, Imagine Learning, and the resources identified in the Standards-Based Guide Intervention Strategies/Low

Performance Links and NMIS. Content needs to be presented in a different manner than how it has been presented

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during core instruction time.
Sites: Impact potential on 560 students
BECC – 10 teachers x 5 students/teacher
= 50 students
Blanco – 7 teachers x 5
students/teacher = 35 students
Central Primary – 30 teachers x 5
students/teacher = 150 students
Naaba Ani – 30 teachers x 5
students/teacher = 150 students
Mesa Alta – 8 teachers (4 English, 4
Math) x 5 students/teacher = 40
students
BHS – 24 teachers (8 English, 8 Math, 8
Science) x 5 students/tchr. = 120
students
CYB – 3 teachers (1 Eng., 1 Math, 1
Science) x 5 students/tchr. = 15 students

Exit Criteria: Students demonstrating proficiency on benchmark, CIA's, and/or EOC's should be exited.

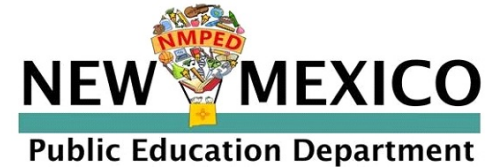
Waiting List: Waiting lists will be maintained at all sites. Those students who have the greatest need as determined by assessment data will be served first.

Attendance Policy: Students with excessive absences will be exited from

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the program.

Transportation: Transportation will be provided through Bloomfield Schools to a centralized location near the home. Should parents choose to pick up their children, they must be there at the end of tutoring time within 5 minutes. Excessive tardiness at pick-up time will result in the student being exited from the program.

Snacks: Snacks provided at centralized site each day to be supervised by staff.

Salaries: \$25/hour

Program Costs: TOTAL:\$612,600

Staffing:

88 days (1 hour each) x \$25/hour x 112 teachers = \$246,400

\$246,400 + 24% benefits (59,136) = \$305,536

Transportation:

31 weeks x \$9544/wk (9 buses) = \$295,864

Materials:

\$100 x 112 teachers = \$11,200

Pre/Post Data: Use BOY/MOY/EOY/CIA OR EOC data grade and subject-level

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	specific. Maintain "After-School Tutoring" Google Sheet of all students involved with beginning data and data at time of exit as evidence.			
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	Recruitment and staff support	50,000.00	Stakeholder input will be needed after needs assessment of 21-22 SY	50,000.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	We will support and collaborate through tribal consultation to develop system plans and goals for our Native American students.	20,000.00	Stakeholder input will be needed after needs assessment of 21-22 SY	45,000.00
Sub Totals		2,327,600.00		720,000.00

Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	8/17/2021	9/14/2021	9/30/2021	
Families	8/17/2021	9/14/2021	9/30/2021	
School and district administrators (including Special Education administrators)	8/2/2021	9/14/2021	9/30/2021	
Teachers	8/11/2021	9/14/2021	9/30/2021	
Principals	8/2/2021	9/14/2021	9/30/2021	
School leaders	7/12/2021	9/14/2021	9/30/2021	

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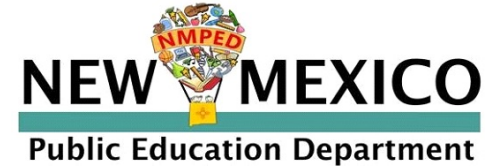


Other educators	8/11/2021	9/14/2021	9/30/2021
School support personnel	8/11/2021	9/14/2021	9/30/2021
Unions	8/10/2021	9/14/2021	9/30/2021
Tribes(if applicable)	8/10/2021	10/12/2021	9/30/2021
Civil rights organizations (including disability rights organizations)	8/10/2021	9/14/2021	9/30/2021
Superintendents	7/15/2021	9/14/2021	9/30/2021
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	8/19/2021	9/14/2021	9/30/2021
English learners	8/19/2021	9/14/2021	9/30/2021
Children experiencing homelessness	8/19/2021	9/14/2021	9/30/2021
Children in foster care	8/19/2021	9/14/2021	9/30/2021
Migratory students	8/19/2021	9/14/2021	9/30/2021
Children who are incarcerated	8/19/2021	9/14/2021	9/30/2021
Other underserved students	8/19/2021	9/14/2021	9/30/2021
<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>			

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*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	2,158,771.51	4.71	1.0471	0.00	97,104.52	2,158,771.51	2,061,666.99
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	4,317,543.03	4.71	1.0471	0.00	194,209.03	4,317,543.03	4,123,334.00

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 	<p>Bloomfield School District in collaboration with community stakeholders, parents and families work to support all students in the district. We have many programs and resources embedded within our system to serve students at a capacity that will ensure a equitable education that supports opportunity for all.</p> <p>We have Title 1, 2, 3 , 4 and Indian Education funds that</p>

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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

provide 35% outreach to all students.

The funds we receive are used to ensure access to all students. Impact Aid also serves as support but these funds were limited. With planning and stakeholder participation funds will be used to support learning loss, safe schools, and equitable opportunity for all. Bloomfield School District has adopted policies and protocol, through guidance from state legislation to support all students and with honor to their identities. We work to build access and eliminate barriers through our homeless funds, Title funds and any resource we can find to support our schools. We will continue to work to develop precision programming and flexible learning supports in case of future closures.

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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://www.bsin.k12.nm.us/about_us/grants/e_s_s_r, ARP Link</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>