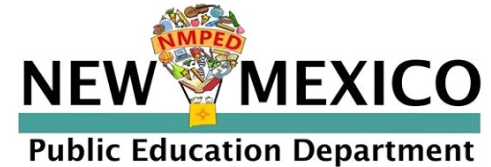


ARP Grant Application

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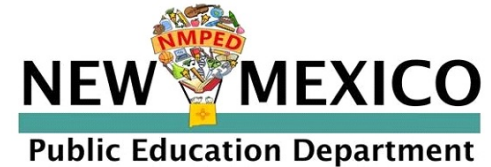
Contact Information		Budget Table	
District	DEMING	ARP ESSER Award 2/3 rd Allocation	13863287.38
District Code	042	ARP ESSER Award 2/3 rd Debit	13863287.38
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	vicki.chavez@demingps.org	ARP ESSER Award 1/3 rd Allocation	6931643.69
Phone Contact	575-546-8841	ARP ESSER Award 1/3 rd Debit	6931643.69
Application Status	Approve	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).	Deming Public Schools (DPS) serves a little over 5,100 students in grades PK-12 in rural southwest New Mexico. We have a diverse student population of approximately 1.6% Asian, 1.9% Black, 11% Caucasian, 83.5% Hispanic, and less than 1% each of American Indian and Pacific Islander. We also serve students who have the following identifications	2,772,657.48	Deming Public Schools (DPS) serves a little over 5,100 students in grades PK-12 in rural southwest New Mexico. We have a diverse student population of approximately 1.6% Asian, 1.9% Black, 11% Caucasian, 83.5% Hispanic, and less than 1% each of American Indian and Pacific Islander. We also serve	1,386,328.74

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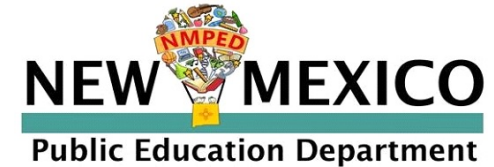
41.4% English Learner, 15% Students with Disabilities, and 63.7% receiving SNAP benefits. Due the high rate of community poverty every student qualifies for free breakfast and lunch. DPS is committed to removing barriers and ensuring equitable access to a free and appropriate education for every student. By leveraging federal funds, and specifically the COVID relief funds, we are working to build the social and emotional intelligence of students and mitigate learning loss experienced due to the pandemic. We use benchmark data from iMSSA BOY, MOY, and EOY for all students, along with iStation Reading and Math for K-5 students to determine current levels and identify standards gaps. Our schools also use formative curriculum assessments throughout the year to measure growth. The BOY and MOY data indicates a significant deficiency in mathematics for students at

students who have the following identifications 41.4% English Learner, 15% Students with Disabilities, and 63.7% receiving SNAP benefits. Due the high rate of community poverty every student qualifies for free breakfast and lunch. DPS is committed to removing barriers and ensuring equitable access to a free and appropriate education for every student. By leveraging federal funds, and specifically the COVID relief funds, we are working to build the social and emotional intelligence of students and mitigate learning loss experienced due to the pandemic. We use benchmark data from iMSSA BOY, MOY, and EOY for all students, along with iStation Reading and Math for K-5 students to determine current levels and identify standards gaps. Our schools also use

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every grade and in every subgroup. To mitigate this, we are engaging in professional learning to build the capacity of teachers in mathematics instruction using NM-PED HQIM evaluation to choose an high quality core curriculum, the NM-PED Mathematics Instructional Scope 2.0, the NM-PED MLSS Framework, the “Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades” guidance

<https://ies.ed.gov/ncee/wwc/PracticeGuide/26> and “Improving Mathematical Problem Solving in Grades 4 Through 8”

<https://ies.ed.gov/ncee/wwc/PracticeGuide/16> to ensure layer one of the MLSS framework is strong and consistent across the district. Funds to support this include hiring of content specialist/coaches to provide training, planning, and classroom support, stipends for off-contract staff time, resources and materials, and contracting services from

formative curriculum assessments throughout the year to measure growth.

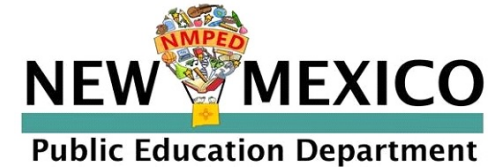
The BOY and MOY data indicates a significant deficiency in mathematics for students at every grade and in every subgroup. To mitigate this, we are engaging in professional learning to build the capacity of teachers in mathematics instruction using NM-PED HQIM evaluation to choose an high quality core curriculum, the NM-PED Mathematics Instructional Scope 2.0, the NM-PED MLSS Framework, the “Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades” guidance

<https://ies.ed.gov/ncee/wwc/PracticeGuide/26> and “Improving Mathematical Problem Solving in Grades 4 Through 8”

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qualified vendors. Using school level PLCs, specific time will be set aside for grade-levels to study formative data and determine intervention groups. Reinforcement and follow-up of the mathematical practices referenced above will be embedded in PLC planning to ensure lesson design is wrapped in evidence-based practices. To

In the area of Reading, the data shows are students have not declined as significantly in the area of mathematics, however, our results are not at our level of expectations. To mitigate this, we are utilizing the NM-PED resources for high quality instructional materials to choose our ELA curriculum for FY23, the NM-PED Language Arts Instructional Scope 2.0 and the MLSS Framework <https://webnew.ped.state.nm.us/bureaus/curriculum-instruction/>. Our staff in grades K-5 have been or are being trained in structured literacy (LETRS

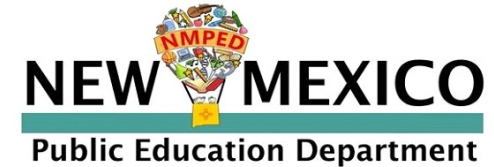
<https://ies.ed.gov/ncee/wwc/PracticeGuide/16> to ensure layer one of the MLSS framework is strong and consistent across the district. Funds to support this include hiring of content specialist/coaches to provide training, planning, and classroom support, stipends for off-contract staff time, resources and materials, and contracting services from qualified vendors. Using school level PLCs, specific time will be set aside for grade-levels to study formative data and determine intervention groups. Reinforcement and follow-up of the mathematical practices referenced above will be embedded in PLC planning to ensure lesson design is wrapped in evidence-based practices. To

In the area of Reading, the data shows are students have not declined as

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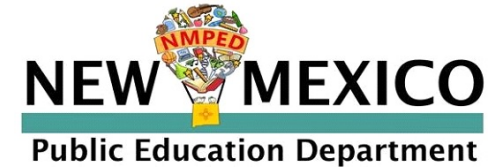
<https://ies.ed.gov/ncee/wwc/Intervention/230> and Waterford
<https://ies.ed.gov/ncee/wwc/Intervention/465>), as required by NM-PED and ECECD. We are ensuring ongoing support through the hiring of a content specialists/coaches to provide training and classroom modeling/coaching which ensures consistency. DPS will also purchase, and use Achieve 3000 in grades 2-9 to support reading goals
<https://ies.ed.gov/ncee/wwc/Intervention/1284>. To provide for Layer 2 and 3 interventions, DPS will purchase Reading Mastery
<https://ies.ed.gov/ncee/wwc/Intervention/729>, for K-5 students and Read 180 for secondary students
<https://ies.ed.gov/ncee/wwc/Intervention/742>. Additionally, funds will be used to provide stipends for off-contract staff time, resources and materials, and contracting services from qualified vendors. To address the academic

significantly in the area of mathematics, however, our results are not at our level of expectations. To mitigate this, we are utilizing the NM-PED resources for high quality instructional materials to choose our ELA curriculum for FY23, the NM-PED Language Arts Instructional Scope 2.0 and the MLSS Framework
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<https://ies.ed.gov/ncee/wwc/Intervention/230> and Waterford
<https://ies.ed.gov/ncee/wwc/Intervention/465>), as required by NM-PED and ECECD. We are ensuring ongoing support through the hiring of a content specialists/coaches to provide training and classroom

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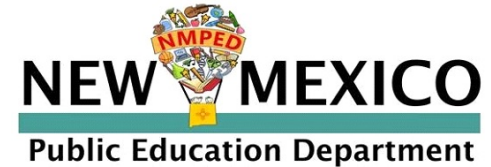
impact of lost instructional time, DPS proposes to implement after school enrichment activities including high dosage tutoring from highly qualified staff (https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/HighDosageTutoringGuidance.pdf). DPS proposes to offer a summer school/ intervention program (<https://www.ascd.org/el/articles/some-summer-programs-narrow-learning-gaps>) to students who did not meet performance standards and did not master the skills necessary to be successful in the next grade level. This would be done through extended learning time, credit recovery, and remediation using hands-on activities (<https://educationassociates.com/case-for-hands-on-learning/>), one on one and small group instruction. We also intend to pilot AVID in our Early College High School in order to provide additional support for college

modeling/coaching which ensures consistency. DPS will also purchase, and use Achieve 3000 in grades 2-9 to support reading goals (<https://ies.ed.gov/ncee/wc/Intervention/1284>). To provide for Layer 2 and 3 interventions, DPS will purchase Reading Mastery (<https://ies.ed.gov/ncee/wc/Intervention/729>), for K-5 students and Read 180 for secondary students (<https://ies.ed.gov/ncee/wc/Intervention/742>). Additionally, funds will be used to provide stipends for off-contract staff time, resources and materials, and contracting services from qualified vendors. To address the academic impact of lost instructional time, DPS proposes to implement after school enrichment activities including high dosage tutoring from highly qualified staff (<https://osse.dc.gov/sites/>

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preparation to our students
[https://info.avid.org/possible-uses-of-esser-funding-for-avid-1-0?](https://info.avid.org/possible-uses-of-esser-funding-for-avid-1-0?_ga=2.156828731.1603354756.1648083862-1773201778.1648083862)

[_ga=2.156828731.1603354756.1648083862-1773201778.1648083862](https://info.avid.org/possible-uses-of-esser-funding-for-avid-1-0?_ga=2.156828731.1603354756.1648083862-1773201778.1648083862) and may expand if data proves it to be successful.

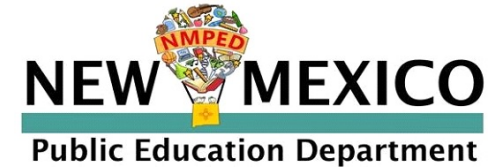
To support both Culturally & Linguistically Responsive Instruction (CLRI) and Social Emotional Learning (SEL), DPS will provide professional learning opportunities for staff to build capacity and develop the tools to create an inclusive environment that also proactively teaches students healthy habits of mind to grow student Social/Emotional Intelligence the district will review and purchase digital tools such as the Satchel Pulse (<https://blog.satchelpulse.com/hubfs/The%20Satchel%20Pulse%20Platform%20-%20Research%20Foundations%20and%20%20Support.pdf>) to create professional development

[default/files/dc/sites/osse/page_content/attachments/HighDosageTutoringGuidance.pdf](https://info.avid.org/possible-uses-of-esser-funding-for-avid-1-0?_ga=2.156828731.1603354756.1648083862-1773201778.1648083862)). DPS proposes to offer a summer school/intervention program (<https://www.ascd.org/el/articles/some-summer-programs-narrow-learning-gaps>) to students who did not meet performance standards and did not master the skills necessary to be successful in the next grade level. This would be done through extended learning time, credit recovery, and remediation using hands-on activities (<https://educationassociates.com/case-for-hands-on-learning/>), one on one and small group instruction. We also intend to pilot AVID in our Early College High School in order to provide additional support for college preparation to our students
[https://info.avid.org/possible-uses-of-esser-](https://info.avid.org/possible-uses-of-esser-funding-for-avid-1-0?_ga=2.156828731.1603354756.1648083862-1773201778.1648083862)

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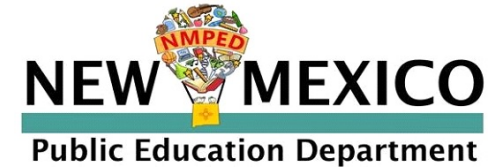
learning opportunities throughout the district in the utilization of purchased intervention tools and work to implement CLRI, SEL, and MLSS interventions into all of our school sites. This data tracking suite will allow the district to house a platform to create actionable interventions based on live student data and an early warning system for strategic interventions. The overall goal is to utilize this funding is to acquire digital tools, PD trainings, and teacher supports to create a system of assessing students levels, provide high quality professional development and give educators the tools to track student interventions, track student progress, and promote positive learning environments that will ultimately lead to higher student academic outcomes. (<https://blog.satchelpulse.com/hubfs/Pulse%20case%20studies%20-%202021/Dawson%20County%20Case%20Study.pdf>)

funding-for-avid-1-0?_ga=2.156828731.1603354756.1648083862-1773201778.1648083862 and may expand if data proves it to be successful. To support both Culturally & Linguistically Responsive Instruction (CLRI) and Social Emotional Learning (SEL), DPS will provide professional learning opportunities for staff to build capacity and develop the tools to create an inclusive environment that also proactively teaches students healthy habits of mind to grow student Social/Emotional Intelligence the district will review and purchase digital tools such as the Satchel Pulse (<https://blog.satchelpulse.com/hubfs/The%20Satchel%20Pulse%20Platform%20-%20Research%20Foundations%20and%20%20Support.pdf>) to

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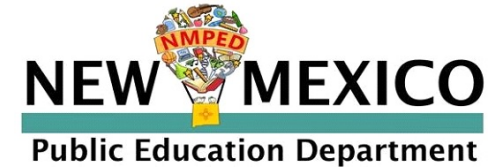
utm_campaign=US%20Pulse&utm_source=Pulse%20Resource%20Center). We will also implement schoolwide Positive Behavior Intervention Support <https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis> and programs such as Capturing Kids Hearts (https://www.researchgate.net/publication/325130842_IMPLEMENTATION_OF_A_SCHOOL-WIDE_ADOLESCENT_CHARACTER_EDUCATION_AND_PREVENTION_PROGRAM_Evaluating_the_Relationships_Between_Principal_Support_Faculty_Implementation_and_Student_Outcomes), Boys Town “Well Managed Schools” (<https://www.boystowntraining.org/research.html>), and other evidence based programs to meet the needs of schools and the students they serve. DPS currently has an 85% attendance rate and funds from this application will be used to hire additional Student

create professional development learning opportunities throughout the district in the utilization of purchased intervention tools and work to implement CLRI, SEL, and MLSS interventions into all of our school sites. This data tracking suite will allow the district to house a platform to create actionable interventions based on live student data and an early warning system for strategic interventions. The overall goal is to utilize this funding is to acquire digital tools, PD trainings, and teacher supports to create a system of assessing students levels, provide high quality professional development and give educators the tools to track student interventions, track student progress, and promote positive learning environments that will ultimately lead to higher

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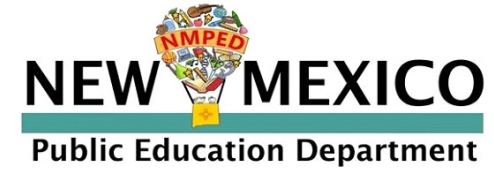
Success/Attendance Coaches, Social Workers, and Counselors to provide wrap around services to students and their families. Through additional engagement services, we know students will show up more prepared to learn.

student academic outcomes.
(https://blog.satchelpulse.com/hubfs/Pulse%20case%20studies%20-%202021/Dawson%20County%20Case%20Study.pdf?utm_campaign=US%20Pulse&utm_source=Pulse%20Resource%20Center). We will also implement schoolwide Positive Behavior Intervention Support
<https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis> and programs such as Capturing Kids Hearts
(https://www.researchgate.net/publication/325130842_IMPLEMENTATION_OF_A_SCHOOL-WIDE_ADOLESCENT_CHARACTER_EDUCATION_AND_PREVENTION_PROGRAM_Evaluating_the_Relationships_Between_Principal_Support_Faculty_Implementation_and_Student_Outcomes)

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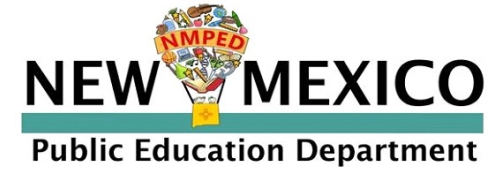


			<p>, Boys Town “Well Managed Schools” (https://www.boystowntraining.org/research.html), and other evidence based programs to meet the needs of schools and the students they serve. DPS currently has an 85% attendance rate and funds from this application will be used to hire additional Student Success/Attendance Coaches, Social Workers, and Counselors to provide wrap around services to students and their families. Through additional engagement services, we know students will show up more prepared to learn.</p>	
Activities to address the Social Emotional Needs of all students	Yes	927,657.00	Yes	756,329.00
Activities to address the Academic Needs of all students	Yes	1,845,000.00	Yes	630,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No		No	

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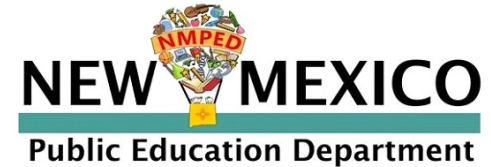


Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No		No	
Students from low-income families	No		No	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	No		No	
English learners	No		No	
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No		No	
Migratory students	No		No	
Students experiencing homelessness	No		No	
Children and youth in foster care	No		No	
Sub Totals		2,772,657.00		1,386,329.00

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Additional Reserve Funds (Optional)

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

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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
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)	The LEA has an average of 80% of our students identified as low income, with some	656,945.29	The LEA has an average of 80% of our students identified as low income, with some	284,643.64

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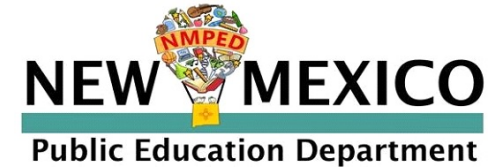
schools as high as 100%. To address academics along with the social emotional needs of our students, we will be using ARP Act funds to reduce class sizes and/or increase adult support in our K-3 programs, provide high-dosage tutoring, expand and extend the day to incorporate acceleration academies and enrichment opportunities, and increase staff in the areas of social work, nursing and OT services, and counseling. Expansion of program offerings to our students include: 1) Fine Arts (all grades), 2) CTE and Career Soft Skills (expand opportunities down to 4th grade and strengthen options in grades 6-12), 3) Provide additional Work and Internship experiences for high school students, and 4) Sports and Physical Education programs (all grades). In addition to program offerings for our students, staff will be provided opportunities to grow their skill and craft through professional learning targeted in the science of learning and the design and delivery of units of study that bring rigorous and relevant learning experiences to our students. Pre-K and Elementary School Staff will receive training in the science of reading, direct instruction, evidence-based interventions, and project based unit development with a STEM focus. Secondary

schools as high as 100%. To address academics along with the social emotional needs of our students, we will be using ARP Act funds to reduce class sizes and/or increase adult support in our K-3 programs, provide high-dosage tutoring, expand and extend the day to incorporate acceleration academies and enrichment opportunities, and increase staff in the areas of social work, nursing and OT services, and counseling. Expansion of program offerings to our students include: 1) Fine Arts (all grades), 2) CTE and Career Soft Skills (expand opportunities down to 4th grade and strengthen options in grades 6-12), 3) Provide additional Work and Internship experiences for high school students, and 4) Sports and Physical Education programs (all grades). In addition to program offerings for our students, staff will be provided opportunities to grow their skill and craft through professional learning targeted in the science of learning and the design and delivery of units of study that bring rigorous and relevant learning experiences to our students. Pre-K and Elementary School Staff will receive training in the science of reading, direct instruction, evidence-based interventions, and project based unit development with a STEM focus. Secondary staff will receive training secondary literacy skill development

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	<p>staff will receive training secondary literacy skill development as well as teaching of reading, mathematics instruction and interdisciplinary units of study.</p> <p>We will also expand opportunities to support families. Specifically, we plan to offer family leadership institutes, offer adult education classes, and provide site specific programs that are targeted to the age group(s) of their students. Continuing with content specific parent</p>		<p>as well as teaching of reading, mathematics instruction and interdisciplinary units of study.</p> <p>We will also expand opportunities to support families. Specifically, we plan to offer family leadership institutes, offer adult education classes, and provide site specific programs that are targeted to the age group(s) of their students. Continuing with content specific parent</p>	
Individuals with Disabilities Education Act (IDEA)	<p>Ensuring students with disabilities have access to core instruction and supports, ARP Act funding will be used to reduce caseloads, increase transition resources and opportunities for work experiences, and hire additional staff to provide academic and SEL coaching. Funding may also support additional materials and resources such as software, mobility devices, and curriculum. Additionally, playground equipment will be added to the elementary schools to allow for physical distancing with the equipment being ADA accessible to provide equal access to play for our students with disabilities.</p>	200,000.00	<p>Ensuring students with disabilities have access to core instruction and supports, ARP Act funding will be used to reduce caseloads, increase transition resources and opportunities for work experiences, and hire additional staff to provide academic and SEL coaching. Funding may also support additional materials and resources such as software, mobility devices, and curriculum. Additionally, playground equipment will be added to the elementary schools to allow for physical distancing with the equipment being ADA accessible to provide equal access to play for our students with disabilities.</p>	200,000.00
Adult Education and Family Literacy Act (AEFLA)	<p>Every site will provide parent support and resources. Families will have the opportunity to participant in leadership institutes and learn how to support their children.</p>	50,000.00	<p>Every site will provide parent support and resources. Families will have the opportunity to participant in leadership institutes and learn how to support their children.</p>	25,000.00

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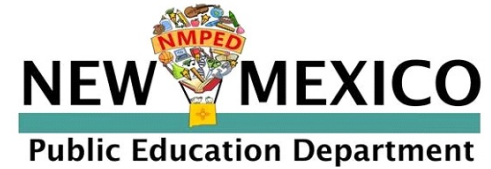


Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	ARP act funds will be used to support the expansion of CTE programs into elementary schools. Funds will also be used to purchase additional supplies to ensure students are not required to share personal items, such as welding helmets.	400,000.00	ARP act funds will be used to support the expansion of CTE programs into elementary schools, specifically Project Lead the Way. Funds will also be used to purchase additional supplies to ensure students are not required to share personal items, such as welding helmets.	150,000.00
		1,306,945.29		659,643.64

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Response Efforts - COVID 19

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

ARP ESSER 2/3

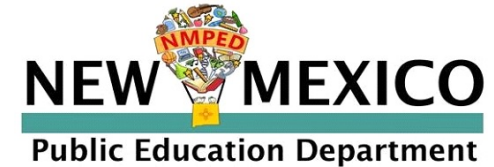
ARP ESSER 1/3

	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00

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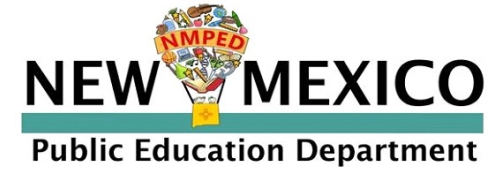


Purchasing supplies to sanitize and clean the LEA's facilities	Additional cleaning supplies will be purchased to ensure adequate supply to sanitize and clean facilities.	100,000.00	Additional cleaning supplies will be purchased to ensure adequate supply to sanitize and clean facilities.	125,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Deming Public Schools has several facilities needs to provide adequate spacing and physical distancing to reduce the spread of COVID-19. Specifically, we need to expand the space for our wrestling team due to program expansion and the addition of a female team. Our other sports teams are also experiencing an increase in numbers and our current space for training is inadequate and our facilities need to be remodeled, ventilation systems upgraded, and equipment added to provide the ability for students to socially distance. We know sports and physical activity provide our youth with an emotional outlet while learning the value of work, grit, perseverance, and character – qualities that contribute to the overall well-being of our students. To support this expansion and allow for proper distancing, we propose using ARP Act funds to remodel facilities at Deming High School to expand space, upgrade ventilation, and add equipment for the Wrestling, Football, Soccer, Volleyball, Baseball, Basketball, Track, Tennis and PE programs. In addition, to	3,500,000.00	Deming Public Schools has several facilities needs to provide adequate spacing and physical distancing to reduce the spread of COVID-19. Specifically, we need to expand the space for our wrestling team due to program expansion and the addition of a female team. Our other sports teams are also experiencing an increase in numbers and our current space for training is inadequate and our facilities need to be remodeled, ventilation systems upgraded, and equipment added to provide the ability for students to socially distance. We know sports and physical activity provide our youth with an emotional outlet while learning the value of work, grit, perseverance, and character – qualities that contribute to the overall well-being of our students. To support this expansion and allow for proper distancing, we propose using ARP Act funds to remodel facilities at Deming High School to expand space, upgrade ventilation, and add equipment for the Wrestling, Football, Soccer, Volleyball, Baseball,	1,625,000.00

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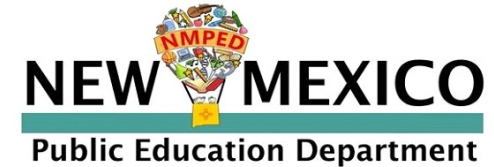


	create physical space, improve air quality, and provide the ability to monitor visitors, facilities across the district will be remodeled and upgraded.		Basketball, Track, Tennis and PE programs. In addition, to create physical space, improve air quality, and provide the ability to monitor visitors, facilities across the district will be remodeled and upgraded.	
Improving indoor air quality	Air systems will be upgraded and additional air scrubbers will be purchased to support the districts mitigation plan.	472,343.00	Air systems will be upgraded and additional air scrubbers will be purchased to support the districts mitigation plan.	100,000.00

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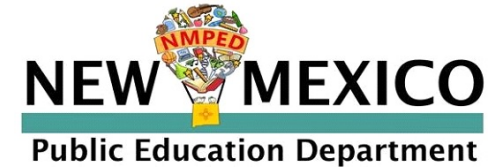


Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	The Equity Department is poised to address the needs of the district's English Learners, minorities, students experiencing homelessness, and foster care youth. To stabilize and build the capacity of our workforce, DPS will provide hard to staff stipends for all bilingually or TESOL endorsed teachers. Additionally, DPS will offer endorsement opportunities providing tuition benefits to staff taking college courses towards their Bilingual or TESOL endorsement. The Equity Department will add an Immigrant Liaison to focus on student and family support and will collaborate with community partners to offer after school tutoring and connect families with community resources. The Equity Department also provides transportation for students to dental, medical, and other health services, but have been unable to do so this year because the vehicle they have does not meet the new rules implemented this year and the department will purchase a suburban so staff can transport students again.	500,000.00	The Equity Department is poised to address the needs of the district's English Learners, minorities, students experiencing homelessness, and foster care youth. To stabilize and build the capacity of our workforce, DPS will provide hard to staff stipends for all bilingually or TESOL endorsed teachers. Additionally, DPS will offer endorsement opportunities providing tuition benefits to staff taking college courses towards their Bilingual or TESOL endorsement. The Equity Department will add an Immigrant Liaison to focus on student and family support and will collaborate with community partners to offer after school tutoring and connect families with community resources. The Equity Department also provides transportation for students to dental, medical, and other health services, but have been unable to do so this year because the vehicle they have does not meet the new rules implemented this year and the department will purchase a suburban so staff can transport students again.	255,000.00
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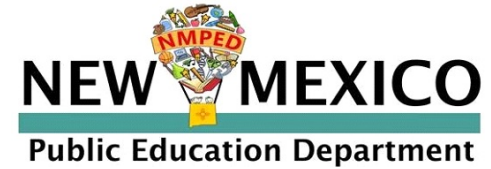


Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	A health services coordinator and additional nurses/health assistants will be hired to support the district preparedness and response efforts.	750,000.00	A health services coordinator and additional nurses/health assistants will be hired to support the district preparedness and response efforts.	150,000.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	Food services have and will continue should a long-term closure be required.	100,000.00	Food services have and will continue should a long-term closure be required.	200,000.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)	DPS will maintain it's 1-1 program and will provide the device(s) and hotspots necessary to ensure students can continue to fully participate should a fully remote environment be needed.	800,000.00	DPS will maintain it's 1-1 program and will provide the device(s) and hotspots necessary to ensure students can continue to fully participate should a fully remote environment be needed.	500,000.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	Additional mental health providers and social workers will be hired to provide wrap around services to meet the needs of the whole child and their families.	1,000,000.00	Additional mental health providers and social workers will be hired to provide wrap around services to meet the needs of the whole child and their families.	500,000.00
Planning and implementing activities related to summer learning and supplemental after-school programs	Every school site will offer high dosage tutoring through after school programs.	300,000.00		100,000.00

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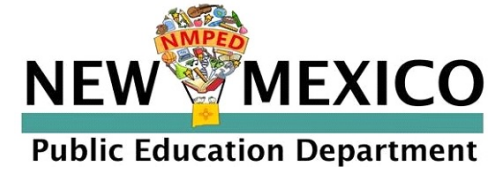
Addressing learning loss	MLSS training and evidence based interventions to support students in Layers 2 & 3.	200,000.00	MLSS training and evidence based interventions to support students in Layers 2 & 3.	50,000.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	Stabilize the workforce through attendance incentives, stipends and/or overtime for additional duties related to implementing the mitigation plan, recruitment of substitutes, and retention of current staff. Additionally, start and expand a 'grow-your-own' program to provide tuition reimbursement (in exchange for service) to build the educator workforce.	1,500,000.00	Stabilize the workforce through attendance incentives, stipends and/or overtime for additional duties related to implementing the mitigation plan, recruitment of substitutes, and retention of current staff. Additionally, start and expand a 'grow-your-own' program to provide tuition reimbursement (in exchange for service) to build the educator workforce.	1,000,000.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
Sub Totals		9,222,343.00		4,605,000.00

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	
Students	8/2/2021	8/5/2021	8/6/2021	
Families	8/2/2021	8/5/2021	8/6/2021	
School and district administrators (including Special Education administrators)	7/15/2021	7/28/2021	9/8/2021	
Teachers	8/2/2021	8/5/2021	8/6/2021	

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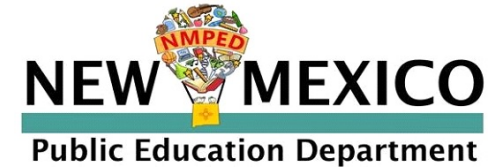


Principals	7/15/2021	7/28/2021	9/8/2021
School leaders	7/14/2021	7/28/2021	8/6/2021
Other educators	7/14/2021	7/28/2021	8/6/2021
School support personnel		8/5/2021	8/6/2021
Unions	8/5/2021	8/6/2021	9/2/2021
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)	9/9/2021		8/6/2021
Superintendents	7/14/2021	7/28/2021	8/6/2021
Charter school leaders (if applicable)	7/15/2021		8/6/2021
Stakeholders representing the interests of:			
Children with disabilities	7/15/2021	8/6/2021	9/9/2021
English learners	7/15/2021		9/9/2021
Children experiencing homelessness	7/15/2021		9/9/2021
Children in foster care	7/15/2021		9/9/2021
Migratory students	7/15/2021		9/9/2021
Children who are incarcerated	7/15/2021		9/9/2021
Other underserved students	7/15/2021		9/9/2021

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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

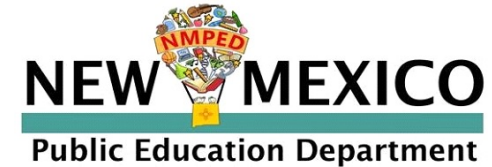
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	6,931,643.69	4.22	1.0422	0.00	280,671.05	6,931,643.69	6,650,972.64
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	13,863,287.38	4.22	1.0422	0.00	561,342.09	13,863,287.38	13,301,945.29

Required Information - GEPA

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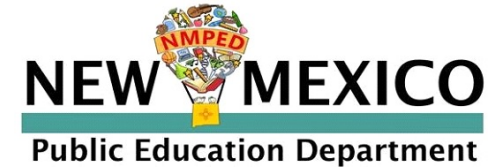


	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers 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>Deming Public Schools proposes to maintain equitable access to program benefits regardless gender, race, national origin, color, disability, or age. Specifically, for this application and spending plan, barriers related to language may be incurred and will be addressed through access to native language curriculum, software, documents, and communication. As part of the spending plan, DPS intends to increase school safety and student well-being. Barriers to accessing this support may include language and/or disability. To overcome this, additional staff hired in this spending plan (i.e., counselors, social workers, student success liaisons) will use demographic data to reach out and specifically target support to these students and their families. Additionally, access to playground equipment and physical spaces will be supported to meet the needs of students with disabilities. Expansion of sports and activities to ensure inclusivity of underrepresented genders, specifically wrestling, will be supported with this spending plan. DPS will study other sports and activities to identify any other opportunities to expand, recruit, and support underrepresented populations.</p>

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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

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Instructions:

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Under this requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

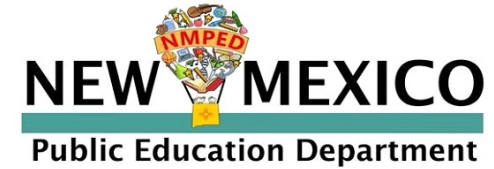
In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.

First Posting	https://www.demingps.org/ , DPS Re-entry Plan	3/1/2021
Second Posting (if needed*)		
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
Seventh Posting (if needed*)		
Eighth Posting (if needed*)		

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The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021	True
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)	True

Posting of LEA's ARP ESSER III Application to the LEA's Website		
District	Date	Please provide a link to the LEA s ARP ESSER III application on the LEA s website
DEMING	10/1/2021	https://www.demingps.org/ , This is to the main website. Scroll down and there is a box to the right titled "American Rescue Plan (ARP) Application" and the link to the application is posted along with a link for public feedback.