

ARP Grant Application

2021-2022

HOZHO ACADEMY



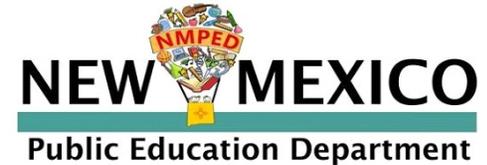
Contact Information		Budget Table	
District	HOZHO ACADEMY	ARP ESSER Award 2/3 rd Allocation	760603.58
District Code	573	ARP ESSER Award 2/3 rd Debit	760603.58
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	principal@hozhoacademy.org	ARP ESSER Award 1/3 rd Allocation	770059.70
Phone Contact	5057228922	ARP ESSER Award 1/3 rd Debit	770059.70
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).	We would like to spend funds on counseling FTEs. These positions will help students deal with many of the issues they are facing post-pandemic. To determine the needs, we used family reporting data regarding deaths in the students' families. More than 20 students lost a parent from Covid or from substance abuse related incidents over the last year.	152,120.72	We would like to spend funds on counseling FTEs. These positions will help students deal with many of the issues they are facing post-pandemic. To determine the needs, we used family reporting data regarding deaths in the students' families. More than 20 students lost a parent from Covid or from	154,011.94

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Many families have indicated that their children are suffering from anxiety and depression due to lack of socialization over the pandemic.

For our group interventions we divide them into four topics, one per quarter. Q1: Social skills Q2: Self Esteem Q3: Behavior Management Q4: Conflict Resolution. We use a pre and post survey to determine progress and efficacy of the group counseling. For individuals we set trauma informed CBT goals for each student and then track the students progress quarterly. For assessment purposes we use a Beck Youth Inventories and the BASC along with the ACES. We track progress on goals by teacher/parent/counselor observation.

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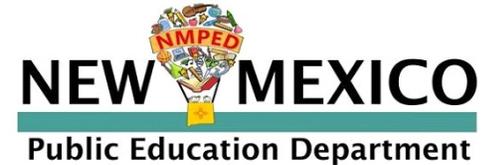
We might also use these funds on teachers and EAs depending on the academic needs of our students. Use of additional EAs reduces the student to teacher ratio which is known to increase the likelihood that learning gaps can be closed. From the article entitled Effective Use of

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Paraprofessionals as Early Intervention Reading Tutors in Grades K-3, it states, “Empirical studies were reviewed to identify best practices for administrators who are seeking to use paraprofessionals to improve students’ reading outcomes. Our findings suggested that effective use of paraprofessionals was associated with: (1) extensive training in the delivery of a research-based reading intervention, (2) close and ongoing supervision of tutors and (3) access to scripted lessons with a strong phonics component.” Hozho Academy’s educational assistants receive four days of training on literacy intervention prior to the start of the school year. They are supervised by classroom teachers, our literacy lead teacher as well as our MLSS coordinator and special education director. All literacy teachers and educational assistants utilize a scripted

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literacy program based on Rigg’s Phonics.

Hozho Academy uses iStation, iMASSA, for BOY, MOY and EOY assessment data to track student performance in ELA and math. We also use NWEA and DIBELs data BOY and EOY to provide additional information that aligns to our instruction and provides information from year to year that other state tests cannot if they change or do not align to our instruction. Students receive quarterly grades from teachers and we use curriculum and common assessments to track student performance in ELA and math. We currently do not have a high school so we do not track for graduation rates.

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Activities to address the Social Emotional Needs of all students	Yes	102,120.72	Yes	104,011.94
Activities to address the Academic Needs of all students	Yes	50,000.00	Yes	50,000.00
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	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		152,120.72		154,011.94

Additional Reserve Funds (Optional)

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<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</p>	<p>We would like to spend funds on counseling FTEs. These positions will help students deal with many of the issues they are facing post-pandemic. To determine the needs, we used family reporting data regarding deaths in the students’ families. More than 20 students lost a parent from Covid or from substance abuse related incidents over the last year. Many families have indicated that their children are</p>	<p>We would like to spend funds on counseling FTEs. These positions will help students deal with many of the issues they are facing post-pandemic. To determine the needs, we used family reporting data regarding deaths in the students’ families. More than 20 students lost a parent from Covid or from substance abuse related incidents over the last year. Many families</p>

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Counseling-in-Elementary-School.pdf

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Activities to address the Social Emotional Needs of all students	Yes	50,000.00	Yes	100,000.00
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

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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	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		50,000.00		100,000.00

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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.

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

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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	We will have have nursing staff on site to help with all COVID related activities.	100,000.00	We will also have nursing staff on site to help with all COVID related activities.	100,000.00

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Purchasing supplies to sanitize and clean the LEA's facilities	Janitorial and other nursing supplies	30,000.00		
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Creating an outdoor classroom space so kids can practice PE and also learn in an outdoor space, which reduces the risk of COVID.	123,000.00		
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth				0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning	We would like to have a position as a family liaison, to work with families and other members of the community during closures.	35,000.00	We would like to have a family liaison position	50,000.00

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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>Hozho has recieved Title IV, CSP, ESSER I, and ESSER II funds for tech for students. The needs have currently been met through these funds.</p>	<p>0.00</p>	<p>We would like to use 70k of these funds to purchase a projector and screen system for the gym. This system will allow us to use the very large space for class and ensure students are 6 feet apart.</p>	<p>70,000.00</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>0.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>		<p>0.00</p>		<p>0.00</p>
<p>Addressing learning loss</p>	<p>Additional instructional staff to work with students to catch-up academically</p>	<p>150,482.86</p>	<p>Additional instructional staff to work with students</p>	<p>191,806.33</p>

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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	Hire janitorial staff to keep the building clean and limit the spread of COVID. We will also be hiring a nursing staff. Updating the nursing station and purchasing a small golf cart type vehicle. The golf cart will help staff move food and equipment around the large campus without asking students to move around the school. Hozho is moving into a new facility this year. The facility has multiple buildings on it. In order to reduce the spread of COVID they would like to buy a small golf cart to help them move food and janitorial supplies around the grounds. That way it is more controlled, and everything can be sanitized before transporting items between buildings	120,000.00	Hire janitorial staff to keep the building clean and limit the spread of COVID. We will also be hiring a nursing staff.	104,241.43
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		558,482.86		516,047.76

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	7/27/2021	8/10/2021	

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Families	7/27/2021	8/10/2021	
School and district administrators (including Special Education administrators)	7/27/2021	8/10/2021	
Teachers	7/27/2021	8/10/2021	
Principals	7/27/2021	8/10/2021	
School leaders	7/27/2021	8/10/2021	
Other educators	7/27/2021	8/10/2021	
School support personnel	7/27/2021	8/10/2021	
Unions	7/27/2021	8/10/2021	
Tribes(if applicable)	7/27/2021	8/10/2021	
Civil rights organizations (including disability rights organizations)	7/27/2021	8/10/2021	
Superintendents	7/27/2021	8/10/2021	
Charter school leaders (if applicable)	7/27/2021	8/10/2021	
Stakeholders representing the interests of:			
Children with disabilities	7/27/2021	8/10/2021	
English learners	7/27/2021	8/10/2021	
Children experiencing homelessness	7/27/2021	8/10/2021	
Children in foster care	7/27/2021	8/10/2021	
Migratory students	7/27/2021	8/10/2021	
Children who are incarcerated	7/27/2021	8/10/2021	
Other underserved students	7/27/2021	8/10/2021	

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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	No	380,301.79	8	1.08	0.00	0.00	0.00	0.00
ARP ESSER 2/3 rd Indirect Cost Rate	No	760,603.58	8	1.08	0.00	0.00	0.00	0.00

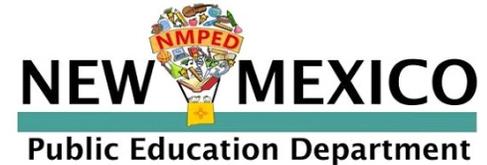
Required Information - GEPA

	Required Narrative
Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.	All interventions that are used at Hozho will be offered to all students regardless of gender, race, color, national origin, (dis)ability, and age. All students will have access to the nurse and nursing station. All students will have access to the counselor services. All students will have

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For examples of applicable, relevant, acceptable responses, please see:
<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

GEPA Rubric

A satisfactory answer

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

May require revision

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

access to the additional interventions to help combat learning loss. All students will benefit from a clean facility. All students will have access to the outdoor classroom. All students have had access to all curriculum, materials, and interventions that the school has currently, so we will continue our current policy to ensure that all students have access to all programs we implement with the ESSER III funds.

There are two main barriers that might occur. The first is staffing. Finding the right staff for the positions we need – nurse, counselor, EA, teacher – is difficult. We will continue to recruit inside and outside of NM to find the most qualified staff to work with our students.

The other barrier is the availability of the supplies we need. There is a supply chain shortage everywhere and there might be a substantial wait for nursing supplies, outdoor classroom supplies/materials, and other items we need to ensure there is minimal spread of COVID at Hozho.

We have worked with vendors, received quotes, and tried to plan to the best of our ability to mitigate the challenges above. All students

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	<p>regardless of gender, race, color, national origin, disabilities, and age will have access to additional instructional supports and supplies to ensure they receive an excellent education.</p> <p>We will also make sure all staff are trained on our highly effective curriculum. We will have summer PD and hire early to make sure everyone can attend.</p>
<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(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>

ARP Grant Application

2021-2022

HOZHO ACADEMY



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	
<p>Instructions:</p> <p>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.</p> <p>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.</p> <p>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.</p>		
First Posting	https://hozhoacademy.org/guide-to-re-entry/ , Return to School Plan Hozho	
Second Posting (if needed*)	https://hozhoacademy.org/guide-to-re-entry/ , Return to School Plan December 2021	12/16/2021
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		

ARP Grant Application

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Sixth Posting (if needed*)		
Seventh Posting (if needed*)		
Eighth Posting (if needed*)		
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
HOZHO ACADEMY	10/11/2021	https://hozhoacademy.org/wp-content/uploads/2021/10/Hozho-ESSER-III-Application-10_5_21.pdf , Link to Applicaton