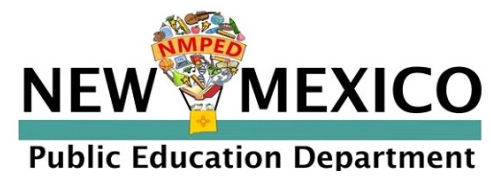


# ARP Grant Application

2021-2022



ABQ SIGN LANGUAGE ACADEMY

Contact Information	
<b>District</b>	ABQ SIGN LANGUAGE ACADEMY
<b>District Code</b>	517
<b>District Type</b>	State Charter
<b>Email Address</b>	rafem@aslacademy.com
<b>Phone Contact</b>	505-507-3870
<b>Application Status</b>	Submit to State

Budget Table	
<b>ARP ESSER Award 2/3 rd Allocation</b>	222388.33
<b>ARP ESSER Award 2/3 rd Debit</b>	222388.33
<b>ARP ESSER Award 2/3 rd Balance</b>	0.00
<b>ARP ESSER Award 1/3 rd Allocation</b>	111194.16
<b>ARP ESSER Award 1/3 rd Debit</b>	111194.16
<b>ARP ESSER Award 1/3 rd Balance</b>	0.00

Reserve Funds 20 %				
	<b>Narrative Response Directions:</b> -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	<b>20 % of 2/3 Amount</b>	<b>Narrative Response Directions:</b> -Please be specific to how these funds will meet the needs of underrepresented student groups.	<b>20% of 1/3 Amount</b>
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).	The Albuquerque Sign Language Academy (ASLA) will dedicate 20% of ESSER III 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	44,477.67	The Albuquerque Sign Language Academy (ASLA) will dedicate 20% of ESSER III 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	22,238.83

	<p>student subgroups. It is important to note that, although the ASLA (a K-12, state-authorized charter school) was originally created specifically to meet the needs of the deaf community – an entire community that is considered at “At-Risk” – by leveraging American Sign Language as a unifying tool between the deaf and hearing worlds, it has come serve a large population of students who fall under the umbrella of “at-risk” through other It is noteworthy to state that, as a school, the ASLA serves a majority “at-risk” population of students. That is, over 66% of ASLA students qualify for special education services, 64% of ASLA students receive free or reduced lunch, and near 70% of students fall within the major ethnic groups denoted within the Martinez-Yazzie ruling. All ESSER III monies denoted in this section will be used in the continued development of an academic program that holistically addresses the needs of the most vulnerable students through a robust student support system, a targeted curriculum application development that emphasizes</p>	<p>disproportionate impact of COVID-19 on underrepresented student subgroups. It is important to note that, although the ASLA (a K-12, state-authorized charter school) was originally created specifically to meet the needs of the deaf community – an entire community that is considered at “At-Risk” – by leveraging American Sign Language as a unifying tool between the deaf and hearing worlds, it has come serve a large population of students who fall under the umbrella of “at-risk” through other It is noteworthy to state that, as a school, the ASLA serves a majority “at-risk” population of students. That is, over 66% of ASLA students qualify for special education services, 64% of ASLA students receive free or reduced lunch, and near 70% of students fall within the major ethnic groups denoted within the Martinez-Yazzie ruling. All ESSER III monies denoted in this section will be used in the continued</p>	
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	<p>visual and hands-on elements of learning. That is, the ASLA will invest in research-based curricula and methodologies that best suits the needs of students who are deaf, hard of hearing, and/or has additional special needs. The following distribution of funds denotes the holistic nature of ASLA programming as the majority of our students fall within the category of “underserved populations.”</p> <p>The COVID-19 crisis has exacerbated the already alarming educational and social statistics associated with the deaf community. According to the New Mexico Commission for the Deaf and Hard-of-Hearing (NMCDHH), 33 newborns are diagnosed daily in the U.S. with hearing loss and deafness can be a very isolating disability. Beyond the social and emotional ramifications of a hearing loss, deaf children are at a severe disadvantage academically. Consider the following startling statistics for a deaf or hard-of hearing individual:</p> <ul style="list-style-type: none"> <li>• Reading proficiency in the Deaf/Hard of Hearing (DHH) community is significantly</li> </ul>		<p>development of an academic program that holistically addresses the needs of the most vulnerable students through a robust student support system, a targeted curriculum application development that emphasizes visual and hands-on elements of learning. That is, the ASLA will invest in research-based curricula and methodologies that best suits the needs of students who are deaf, hard of hearing, and/or has additional special needs. The following distribution of funds denotes the holistic nature of ASLA programming as the majority of our students fall within the category of “underserved populations.”</p> <p>The COVID-19 crisis has exacerbated the already alarming educational and social statistics associated with the deaf community. According to the New Mexico Commission for the Deaf and Hard-of-Hearing (NMCDHH), 33 newborns</p>	
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	<p>lower than that of hearing counterparts resulting in limited access to post-secondary programming.</p> <ul style="list-style-type: none"> <li>• Children and youth who are deaf or hard of hearing graduate from high school with average reading skills ranging from a 2.8 to 4.5 grade level compared to 10th+ grade reading level for their hearing counterparts (Allen, 1986: Traxler, 2000).</li> <li>• Between the ages of 8 and 18, children and youth who are deaf or hard of hearing gain only 1.5 years in reading skills (Allen, 1986: Traxler, 2000).</li> <li>• 30% of all children and youth who are deaf or hard of hearing leave school functionally illiterate as compared to 1% among hearing children and youth (Conrad, 19799: Marschark, 1997).</li> <li>• Only 8% of deaf or hard of hearing students graduate from college (COED, 1988).</li> <li>• There are no deaf-normed reading assessments that are accepted as a national standard</li> <li>• Traditional deaf education does not embrace deaf students who have multiple disabilities. Consequently, deaf students with multiple disabilities are usually educated</li> </ul>		<p>are diagnosed daily in the U.S. with hearing loss and deafness can be a very isolating disability. Beyond the social and emotional ramifications of a hearing loss, deaf children are at a severe disadvantage academically. Consider the following startling statistics for a deaf or hard-of-hearing individual:</p> <ul style="list-style-type: none"> <li>• Reading proficiency in the Deaf/Hard of Hearing (DHH) community is significantly lower than that of hearing counterparts resulting in limited access to post-secondary programming.</li> <li>• Children and youth who are deaf or hard of hearing graduate from high school with average reading skills ranging from a 2.8 to 4.5 grade level compared to 10th+ grade reading level for their hearing counterparts (Allen, 1986: Traxler, 2000).</li> <li>• Between the ages of 8 and 18, children and youth who are deaf or hard of hearing gain only 1.5 years in reading skills (Allen, 1986: Traxler, 2000).</li> <li>• 30% of all children and</li> </ul>	
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	<p>and tested using special ed. pedagogy as opposed to deaf ed. pedagogy.</p> <ul style="list-style-type: none"> <li>• Inordinately high unemployment and underemployment statistics in the adult deaf community. (2003 NM Deaf Ed. Task Force report)</li> <li>• As of April 2002, 5.9% of New Mexico’s population in general was unemployed or underemployed, whereas 64% of New Mexicans with a significant hearing loss were unemployed or underemployed (Houtenville, 2001).</li> <li>• Nationally, approximately 1/3 of all deaf adults rely on some form of governmental assistance and the average income of deaf adults is 40-60% of their hearing counterparts (NDEP, 2000).</li> </ul> <p>The ASLA will invest in the following research-based practices to address learning loss and COVID related circumstances for all aforementioned students of the ASLA:</p> <ul style="list-style-type: none"> <li>• Addressing SEL Needs of students –             <ul style="list-style-type: none"> <li>o PEAR Initiative/HSA Dashboard and the CLOVER</li> </ul> </li> </ul>		<p>youth who are deaf or hard of hearing leave school functionally illiterate as compared to 1% among hearing children and youth (Conrad, 19799: Marschark, 1997).</p> <ul style="list-style-type: none"> <li>• Only 8% of deaf or hard of hearing students graduate from college (COED, 1988).</li> <li>• There are no deaf-normed reading assessments that are accepted as a national standard</li> <li>• Traditional deaf education does not embrace deaf students who have multiple disabilities. Consequently, deaf students with multiple disabilities are usually educated and tested using special ed. pedagogy as opposed to deaf ed. pedagogy.</li> <li>• Inordinately high unemployment and underemployment statistics in the adult deaf community. (2003 NM Deaf Ed. Task Force report)</li> <li>• As of April 2002, 5.9% of New Mexico’s population in general was unemployed or underemployed,</li> </ul>	
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	<p>model aligned curriculum.</p> <p>☑ In partnership with Harvard University and McClean Hospital, the patented and research based PEAR-CLOVER initiative provides an education-based use of the Holistic Student Assessment (HSA) as an assessment tool for the ASLA Student Support Team to provide directed interventions to students on order to navigate some of the challenges students are faced with.</p> <ul style="list-style-type: none"> <li>• Addressing the Academic Needs of Students             <ul style="list-style-type: none"> <li>o ST Math</li> </ul> </li> </ul> <p>☑ ST Math’s patented and research-based approach - manipulating objects in space and time - is totally unique in the market. The program starts by teaching the foundational concepts visually, then connects the ideas to the symbols, language, and robust discourse. This approach is especially important with deaf students as it builds number awareness through visual learning. Students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Without language barriers, the problem</p>		<p>whereas 64% of New Mexicans with a significant hearing loss were unemployed or underemployed (Houtenville, 2001).</p> <ul style="list-style-type: none"> <li>• Nationally, approximately 1/3 of all deaf adults rely on some form of governmental assistance and the average income of deaf adults is 40-60% of their hearing counterparts (NDEP, 2000).</li> </ul> <p>The ASLA will invest in the following research-based practices to address learning loss and COVID related circumstances for all aforementioned students of the ASLA:</p> <ul style="list-style-type: none"> <li>• Addressing SEL Needs of students –             <ul style="list-style-type: none"> <li>o PEAR Initiative/HSA Dashboard and the CLOVER model aligned curriculum.</li> </ul> </li> </ul> <p>☑ In partnership with Harvard University and McClean Hospital, the patented and research based PEAR-CLOVER initiative provides an education-based use of the Holistic Student Assessment (HSA) as an</p>	
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	<p>is accessible to all students, regardless of skill level or language background.</p> <ul style="list-style-type: none"> <li>o Just Words and Manipulative Visual Language (MVL)</li> <li>☑ Just Words and MVL are researched based reading and language curricula that are especially affective with student with hearing loss due to their visual learning emphasis. ASLA is currently working with University of Minnesota Deaf Education Program in weaving these supplemental curricula with the school’s core reading curriculum.</li> <li>• Addressing Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>o Hands on Learning/ Project Based Learning through outdoor education experiences - The Honey Badger Conservation and Outdoor Education Program</li> <li>☑ The ASLA is investing in continued training and development of an outdoor education program that utilizes pedagogy developed by the</li> </ul>		<p>assessment tool for the ASLA Student Support Team to provide directed interventions to students on order to navigate some of the challenges students are faced with.</p> <ul style="list-style-type: none"> <li>• Addressing the Academic Needs of Students</li> <li>o ST Math</li> <li>☑ ST Math’s patented and research-based approach - manipulating objects in space and time - is totally unique in the market. The program starts by teaching the foundational concepts visually, then connects the ideas to the symbols, language, and robust discourse. This approach is especially important with deaf students as it builds number awareness through visual learning. Students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Without language barriers, the problem is accessible to all students, regardless of skill level or language background.</li> </ul>	
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# ARP Grant Application

2021-2022

ABQ SIGN LANGUAGE ACADEMY



	Buck Institute.	<ul style="list-style-type: none"><li>o Just Words and Manipulative Visual Language (MVL)</li><li>▣ Just Words and MVL are researched based reading and language curricula that are especially affective with student with hearing loss due to their visual learning emphasis. ASLA is currently working with University of Minnesota Deaf Education Program in weaving these supplemental curricula with the school's core reading curriculum.</li><li>• Addressing Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups</li><li>o Hands on Learning/ Project Based Learning through outdoor education experiences - The Honey Badger Conservation and Outdoor Education Program</li><li>▣ The ASLA is investing in continued training and development of an outdoor education program that utilizes</li></ul>	
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# ARP Grant Application

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## ABQ SIGN LANGUAGE ACADEMY

			pedagogy developed by the Buck Institute.	
Activities to address the Social Emotional Needs of all students	Yes	4,477.67	Yes	2,238.83
Activities to address the Academic Needs of all students	Yes	10,000.00	Yes	5,000.00
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	4,000.00	Yes	2,000.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	4,000.00	Yes	2,000.00
Students from low-income families	Yes	4,000.00	Yes	2,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	10,000.00	Yes	5,000.00
English learners	Yes	4,000.00	Yes	2,000.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	1,000.00	Yes	500.00
Migratory students	Yes	1,000.00	Yes	500.00
Students experiencing homelessness	Yes	1,000.00	Yes	500.00
Children and youth in foster care	Yes	1,000.00	Yes	500.00
<b>Sub Totals</b>		<b>44,477.67</b>		<b>22,238.83</b>

# ARP Grant Application

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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
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

# ARP Grant Application

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## ABQ SIGN LANGUAGE ACADEMY

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
<b>Sub Totals</b>		<b>0.00</b>		<b>0.00</b>

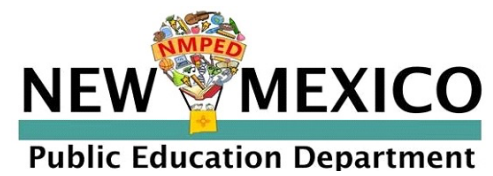
### Activities to Address Needs

**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.	<b>2/3 Amount Allocations</b>		<b>1/3 Amount Allocations</b>	
	<b>Narrative</b>	<b>Amount</b>	<b>Narrative</b>	<b>Amount</b>
Elementary and Secondary Education Act (ESEA)		0.00		0.00
Individuals with Disabilities Education Act (IDEA)		0.00	AVA - Adaptive Communication Access technology for deaf students and staff - Artificial Intelligence-based speech recognition program that deaf students and staff use to be better connected to hearing staff and community members whose sign language proficiency level is still developing. AVA gives the ASLA community another tool to address communication barriers and better connect the deaf and hearing worlds to one	10,000.00

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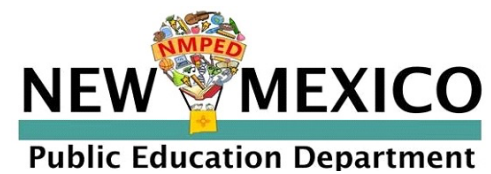
			another.	
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		<b>0.00</b>		<b>10,000.00</b>

## 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

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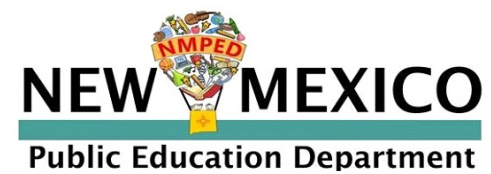
<p>Training and professional development on sanitizing and minimizing the spread of infectious diseases</p>		<p>0.00</p>		<p>0.00</p>
<p>Purchasing supplies to sanitize and clean the LEA's facilities</p>	<p>The ASLA will continue to invest in supplies, systems and services to clean and sanitized all three school locations where ASLA students are being served. We are hopeful that the level of funding dedicated to the keep all students safe during the era of COVID will allow the ASLA to cover cleaning and sanitizing expenses for multiple years as dictated by the time limit of the grant.</p>	<p>10,000.00</p>	<p>The ASLA will continue to invest in supplies, systems and services to clean and sanitized all three school locations where ASLA students are being served. We are hopeful that the level of funding dedicated to the keep all students safe during the era of COVID will allow the ASLA to cover cleaning and sanitizing expenses for multiple years as dictated by the time limit of the grant.</p>	<p>7,000.00</p>
<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>	<p>In response to COVID related mandates related to social distancing, the ASLA will use portion of its ESSER III funds to move its middle school to an alternate site in order to accommodate the population of middle school students that have matriculated to grades 6-8. The size of the original ASLA site is 9750 square ft. When the school first opened its doors, the ASLA enrolled 36 students, K-4. Now the school enrolls 120 students k-12 including transition students to the age of 22. Needless to say, the strength and service-minded approach of the ASLA program has attracted (and retained) more students over the years.</p> <p>Now, during the COVID era, it simply is not possible to house the aforementioned number of students at</p>	<p>62,000.00</p>	<p>In response to COVID related mandates related to social distancing, the ASLA will use portion of its ESSER III funds to move its middle school to an alternate site in order to accommodate the population of middle school students that have matriculated to grades 6-8. The size of the original ASLA site is 9750 square ft. When the school first opened its doors, the ASLA enrolled 36 students, K-4. Now the school enrolls 120 students k-12 including transition students to the age of 22. Needless to say, the strength and service-minded approach of the ASLA program has attracted (and retained) more students over the years.</p> <p>Now, during the COVID era, it simply is not possible to house the</p>	<p>30,000.00</p>

ABQ SIGN LANGUAGE ACADEMY

	<p>the original facility – not to suggest that the number of students were well-housed when social distancing was not a factor. In fact, prior to the world-wide pandemic, the ASLA ranked #2 on the statewide NMCI rank order list due to being in need of a facility that would adequately house its number of students with disabilities . The ASLA continues to work with the PSFA, the PSCOC, and Bernalillo county in order to design and build a facility that would appropriately house its dynamic programs. However, as this process plays out, the ASLA must find a temporary place to continue to SAFELY serve its unique student population.</p> <p>As the ASLA continues its quest for a new building, it will use ESSER III funds to move its middle school, approximately 34 students, to 3501 Campus Blvd. NE (near UNM) in a building that previously housed Cien Aguas Charter School and is owned by the Monte Vista Christian Church. The facility hovers at about 6000 sq. ft. The intent is that this facility will be a temporary middle school location until the (hopeful) new building is ready. Through a number of town hall meetings and different surveys, the parents, students and community members have overwhelmingly asked to use extra monies to expand the physical plant of the ASLA during this time of mandated practice regarding social</p>		<p>aforementioned number of students at the original facility – not to suggest that the number of students were well-housed when social distancing was not a factor. In fact, prior to the world-wide pandemic, the ASLA ranked #2 on the statewide NMCI rank order list due to being in need of a facility that would adequately house its number of students with disabilities . The ASLA continues to work with the PSFA, the PSCOC, and Bernalillo county in order to design and build a facility that would appropriately house its dynamic programs. However, as this process plays out, the ASLA must find a temporary place to continue to SAFELY serve its unique student population.</p> <p>As the ASLA continues its quest for a new building, it will use ESSER III funds to move its middle school, approximately 34 students, to 3501 Campus Blvd. NE (near UNM) in a building that previously housed Cien Aguas Charter School and is owned by the Monte Vista Christian Church. The facility hovers at about 6000 sq. ft. The intent is that this facility will be a temporary middle school location until the (hopeful) new building is ready. Through a number of town hall meetings and different surveys, the parents, students and community members have overwhelmingly asked to use extra monies to expand the</p>	
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# ARP Grant Application

2021-2022

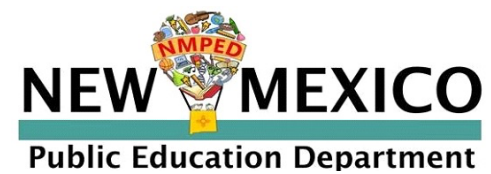


## ABQ SIGN LANGUAGE ACADEMY

	<p>distancing. It is important to note that the ASLA middle school started this school year on July 21st at Shady Lakes in an outdoor classroom setting. Additionally, ESSER III funds will also be used to create the necessary educational infrastructure at the new building so that all students will have access to technology, internet, ancillary services, and appropriate curricula.</p> <p>As a nationally unique program that continues to develop and refine its systems, the ASLA hopes this temporary move will allow it to serve more students who need American Sign Language and thus have access to the world in which they exist. Without the ASLA, there literally is not another school in the state that offers a comparable program.</p>		<p>physical plant of the ASLA during this time of mandated practice regarding social distancing. It is important to note that the ASLA middle school started this school year on July 21st at Shady Lakes in an outdoor classroom setting. Additionally, ESSER III funds will also be used to create the necessary educational infrastructure at the new building so that all students will have access to technology, internet, ancillary services, and appropriate curricula.</p> <p>As a nationally unique program that continues to develop and refine its systems, the ASLA hopes this temporary move will allow it to serve more students who need American Sign Language and thus have access to the world in which they exist. Without the ASLA, there literally is not another school in the state that offers a comparable program.</p>	
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00

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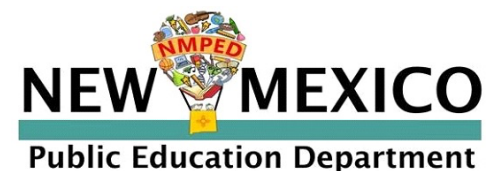
## ABQ SIGN LANGUAGE ACADEMY

<p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p>		<p>0.00</p>		<p>0.00</p>
<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities <b>(see above for additional requirements for this activity)</b></p>	<p>In moving the ASLA Middle School to a new site in order to comply with all the social distancing mandates associated with COVID-19, the ASLA must also invest in creating the technology infrastructure to support this new campus. The ASLA will use ESSER III funds to purchase movable SMART boards and install wireless internet service at the new site. Additionally, the ASLA will look to use ESSER III funds to address technology access by investing in Chromebooks for each student at the middle school site in order to for each student to have an assigned piece of technology that will not be share with others, thus minimizing the threat of contamination.</p>	<p>20,000.00</p>	<p>In moving the ASLA Middle School to a new site in order to comply with all the social distancing mandates associated with COVID-19, the ASLA must also invest in creating the technology infrastructure to support this new campus. The ASLA will use ESSER III funds to purchase movable SMART boards and install wireless internet service at the new site. Additionally, the ASLA will look to use ESSER III funds to address technology access by investing in Chromebooks for each student at the middle school site in order to for each student to have an assigned piece of technology that will not be share with others, thus minimizing the threat of contamination.</p>	<p>10,000.00</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>0.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>	<p>The ASLA is deeply invested in continuing the development of an outdoor classroom dedicated to hands on, project based, and conservation-based learning. Through partnerships, the ASLA will continue to provide a structured environment for outdoor</p>	<p>20,000.00</p>	<p>The ASLA is deeply invested in continuing the development of an outdoor classroom dedicated to hands on, project based, and conservation-based learning. Through partnerships, the ASLA will continue to provide a structured environment for outdoor</p>	<p>20,000.00</p>



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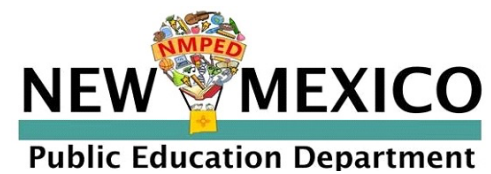


## ABQ SIGN LANGUAGE ACADEMY

	<p>programming and learning by embracing and exposing its students to outdoor education. This is especially critical in dealing with the Covid-19 pandemic where an already isolated group of deaf, hard of hearing and special needs students were forced into isolation in an already isolated world they face. ASLA students and their siblings have begun to thrive in the outdoor classroom and outdoor learning environment at Shady Lakes where ASLA is creating an incredibly unique public/private partnership with the new owners of the property, Vara. ASLA proposes to continue connecting classroom learning to hands-on service and learning through a curriculum-based experience and the school is in the process of creating one of New Mexico's first dedicated outdoor classrooms during the traditional school year and into and through the summer. The ASLA will use ESSER III funds to purchase all necessary equipment, supplies, and curriculum to ensure that its students have a comfortable, safe, and meaningful outdoor experience. Expenditures may include, but will not be limited to: shade structures, outdoor ADA compliant restroom facilities, outdoor cooling devices (fans), portable tables and chairs, various biology testing kits, and outdoor safety equipment.</p>		<p>programming and learning by embracing and exposing its students to outdoor education. This is especially critical in dealing with the Covid-19 pandemic where an already isolated group of deaf, hard of hearing and special needs students were forced into isolation in an already isolated world they face. ASLA students and their siblings have begun to thrive in the outdoor classroom and outdoor learning environment at Shady Lakes where ASLA is creating an incredibly unique public/private partnership with the new owners of the property, Vara. ASLA proposes to continue connecting classroom learning to hands-on service and learning through a curriculum-based experience and the school is in the process of creating one of New Mexico's first dedicated outdoor classrooms during the traditional school year and into and through the summer. The ASLA will use ESSER III funds to purchase all necessary equipment, supplies, and curriculum to ensure that its students have a comfortable, safe, and meaningful outdoor experience. Expenditures may include, but will not be limited to: shade structures, outdoor ADA compliant restroom facilities, outdoor cooling devices (fans), portable tables and chairs, various biology testing kits, and outdoor safety equipment.</p>	
Addressing learning loss		0.00		0.00

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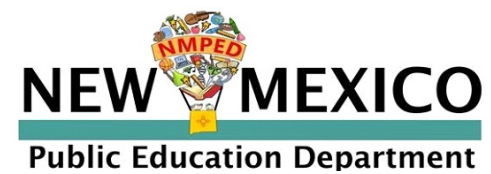
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	The majority of students at the ASLA are considered “students with disabilities,” that is, about 65% of the total student body operates with an IEP. Additionally, 27% of the total student population are considered students with “severe and profound” disabilities. Many of these students are also labeled “medically fragile” and have intense nursing and health needs. Historically the ASLA has used a contract nursing service to address the needs of the school. However, now the ASLA will use ESSER III funds to hire a full time Registered Nurse to oversee the student needs present at all three ASLA locations. Long term this hire will be maintained in through the Medicaid billing and general operational funds.	65,910.66	Due to COVID, the ASLA has invested in developing a outdoor classroom in partnership with a Shady Lakes - a conservation minded open space area in Albuquerque. In order to use this space and partnership effectively, the ASLA is using HB-33 and SB-9 funding to buy activity vans in order to safely transport students from the ASLA main campus to various outdoor learning excursions. As such, the ASLA will use ESSER III funds to hire a part time CDL-licensed bus driver to transport students from site to site.	11,955.33
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
<b>Sub Totals</b>		<b>177,910.66</b>		<b>78,955.33</b>

### 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	9/20/2021	9/23/2021	
Families	9/16/2021	9/20/2021	9/23/2021
School and district administrators (including Special Education administrators)	9/20/2021	9/23/2021	
Teachers	9/20/2021	9/23/2021	

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Principals	9/20/2021	9/23/2021	
School leaders	9/20/2021	9/23/2021	
Other educators	9/20/2021	9/23/2021	
School support personnel	9/20/2021	9/23/2021	
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents			
Charter school leaders (if applicable)	9/20/2021	9/23/2021	
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	9/16/2021	9/20/2021	9/23/2021
English learners	9/16/2021	9/20/2021	9/23/2021
Children experiencing homelessness	9/16/2021	9/20/2021	9/23/2021
Children in foster care	9/16/2021	9/20/2021	9/23/2021
Migratory students			
Children who are incarcerated			
Other underserved students	9/16/2021	9/20/2021	9/23/2021

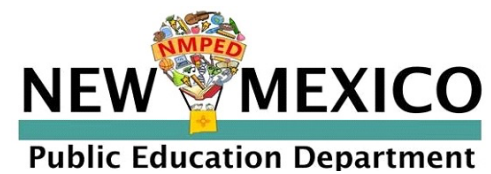
Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.

\*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

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Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
<b>ARP ESSER 1/3 rd Indirect Cost Rate</b>	No	111,194.16	6.74	1.0674	0.00	0.00	0.00	0.00
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	No	222,388.33	6.74	1.0674	0.00	0.00	0.00	0.00

Required Information - GEPA	
	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see:  <a href="https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc">https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</a></p> <p>GEPA Rubric                      A satisfactory answer</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul> <p>May require revision</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul>	<p>The Albuquerque Sign Language Academy will comply with all requirements of section 427 of GEPA (20 U.S.C. 1228a) by ensuring that all students of the ASLA will have access to a safe and appropriate learning environment given all health requirements brought about by the COVID-19 pandemic. In addition to addressing the barriers presented by COVID, this assurance is extended to all students of the ASLA in order to overcome barriers presented by issues regarding gender, race, color, national origin, disability and/or age.</p> <p>A major barrier that will be addressed is expanding the physical environment of the ASLA in order to accommodate the student population in a way that is compliant with all state</p>

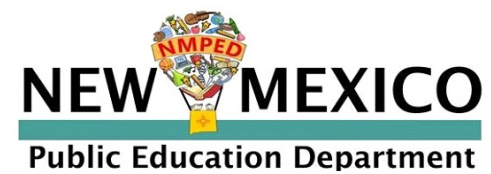
and federal social-distance mandates. In supplement to adding more physical space, the ASLA will also ensure that all students have adequate technology, books, and the basic infrastructure services related to attending school in person. The ASLA will look to move its middle school population of students to an expanded site in order to accommodate the population of middle school students that have matriculated to grades 6-8. It is important to note the history of the school related to this need. The size of the current (original) ASLA site is 9750 square ft. When the school first opened its doors, the ASLA enrolled 36 students, K-4. Now the school enrolls 120 students k-12 including transition students to the age of 22. Needless to say, the strength and service-minded approach of the ASLA program has attracted (and retained) more students over the years. Now, during the COVID era, it simply is not possible to house the aforementioned number of students at the original facility – not to suggest that the number of students were well-housed when social distancing was not a factor. In fact, prior to the

world-wide pandemic, the ASLA ranked #2 on the statewide NMCI rank order list due to being in need of a facility that would adequately house its number of students with disabilities. The ASLA continues to work with the PSFA, the PSCOC, and Bernalillo county in order to design and build a facility that will (one day) appropriately house its dynamic program.

Through a number town hall meetings held during the past month - conducted over zoom - stakeholders of the ASLA, including parents staff, and students, have continually expressed the frustration and fear associated with not having the adequate space to properly and safely social distance. Additionally, the ASLA will further enlist its stakeholders through survey to ensure that all needs of the ASLA community are heard and addressed. As a nationally unique program that continues to develop and refine its systems, the ASLA hopes to serve more students who need American Sign Language and thus have better access to the world in which they exist.

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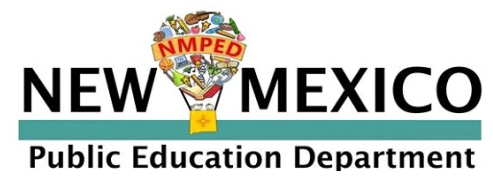


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<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds 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>

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The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021	True
Please provide the link to the LEA's re-entry plan on the LEA's website	<a href="http://www.aslacademy.com">http://www.aslacademy.com</a> , Link to school re-entry plan
The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021	True
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)	True