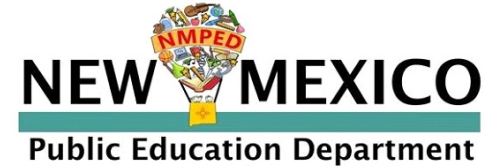


ARP Grant Application

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THE GREAT ACADEMY



Contact Information		Budget Table	
District	THE GREAT ACADEMY	ARP ESSER Award 2/3 rd Allocation	274364.93
District Code	536	ARP ESSER Award 2/3 rd Debit	274364.93
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	kmatthews@thegreatacademy.org	ARP ESSER Award 1/3 rd Allocation	137182.47
Phone Contact	505-385-5321	ARP ESSER Award 1/3 rd Debit	137182.47
Application Status	Return to District	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).	Social Worker , EL Teacher, Math Interventionist, Reading Interventionist EL Teacher	54,872.99	Social Worker	27,436.49

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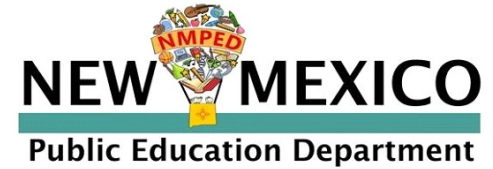


Activities to address the Social Emotional Needs of all students	Yes	54,872.99	Yes	27,436.49
Activities to address the Academic Needs of all students	No		No	0.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented 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		No	
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		54,872.99		27,436.49

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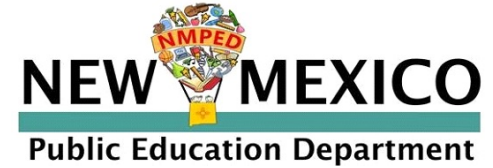
Additional Reserve Funds (Optional)

	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).	EL Teacher	r		
Activities to address the Social Emotional Needs of all students	No		No	
Activities to address the Academic Needs of all students	No		No	
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		No	
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

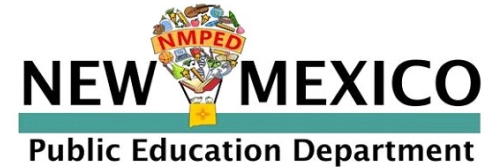
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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)	EL Teacher , Reading and Math Interventionist, social worker	214,491.94	Reading and Math Interventionist, social worker	104,745.98

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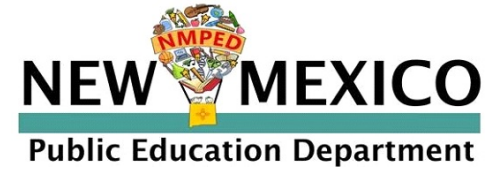
Both the Reading and Math Interventionist will not only reduce the size of the groups to be served, they will be more highly skilled in addressing student needs since we are looking for "interventionists". This serves to intensify the level of the interventions being provided. The National Center on Intensive Intervention (www.intensiveintervention.org) states that these are strategies that will intensify the level of intervention being provided and also increase student performance. The Reading Interventionist will be using SPIRE for students displaying a need for reinforcement with more basic reading, decoding, phonics skills. (See this link for independent research on the effectiveness of the SPIRE program <https://le.utah.gov/interim/2018/pdf/00004483.pdf>) Both the Reading and Math Interventionist will be taking lessons from Edgenuity and teaching them as face-to-face, direct instruction lessons in small groups to reinforce/reteach concepts. The EL teacher will teach academic content and literacy utilizing a variety of instructional activities. This is listed as an effective instructional practice

Both the Reading and Math Interventionist will not only reduce the size of the groups to be served, they will be more highly skilled in addressing student needs since we are looking for "interventionists". This serves to intensify the level of the interventions being provided. The National Center on Intensive Intervention (www.intensiveintervention.org) states that these are strategies that will intensify the level of intervention being provided and also increase student performance. The Reading Interventionist will be using SPIRE for students displaying a need for reinforcement with more basic reading, decoding, phonics skills. Both the Reading and Math Interventionist will be taking lessons from Edgenuity and teaching them as face-to-face, direct instruction lessons in small groups to reinforce/reteach conc

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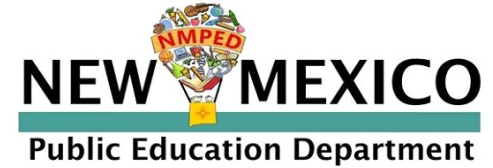


	based on the What Works Clearinghouse website.			
Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		214,491.94		104,745.98

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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

	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	buying cleaning supplies to keep school clean during COVID -19	5,000.00	cleaning supplies to keep school clean during COVID -19	5,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
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		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		0.00		0.00

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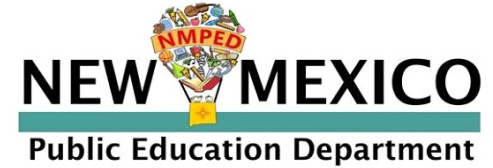


Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)	CARES funding was used to purchase Chromebooks so that all students would have access to a device.	0.00		0.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors		0.00		0.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss		0.00		0.00
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		0.00		0.00

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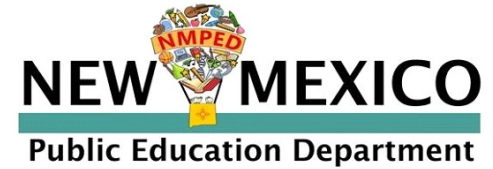
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.			
Sub Totals		5,000.00	5,000.00

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	8/26/2021	9/23/2021	
Families	8/26/2021	9/23/2021	
School and district administrators (including Special Education administrators)	8/30/2021	9/23/2021	
Teachers	9/3/2021	9/23/2021	
Principals	8/30/2021	9/23/2021	
School leaders	8/19/2021	9/20/2021	
Other educators	9/3/2021	9/23/2021	
School support personnel	9/3/2021	9/23/2021	
Unions	8/26/2021	9/23/2021	
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents	8/30/2021	9/20/2021	
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			

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Children with disabilities	9/3/2021	9/23/2021	
English learners	9/3/2021	9/23/2021	
Children experiencing homelessness	9/3/2021	9/23/2021	
Children in foster care	9/3/2021	9/23/2021	
Migratory students	9/3/2021	9/23/2021	
Children who are incarcerated	9/3/2021	9/23/2021	
Other underserved students	9/3/2021	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.

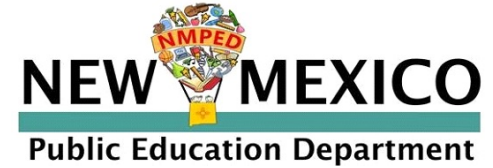
*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit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

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		137,182.47	8	1.08	0.00	0.00	0.00	0.00

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ARP ESSER 2/3 rd Indirect Cost Rate	No	274,364.93	8	1.08	0.00	0.00	0.00	0.00
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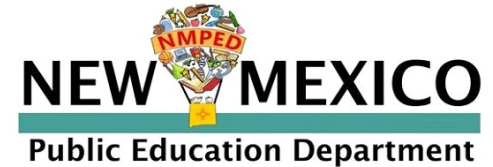
Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access 	<p>The barriers we foresee are related to finding individuals to fill the FTEs noted in our plan. The current teacher/ancillary shortage in the state and in the nation are the basis for this foreseen barrier. TGA plans to advertise in local newspapers, the TGA website and other applicable area publications. TGA also plans to use sites such as, but not limited to Zip Recruiter, Indeed, NMREAP, and Troops-to-Teach in order to find professionals to fill these positions. TGA does not discriminate on the basis of race, gender, color, national origin, (dis)ability, or age when it comes to employment or enrollment. All students will have access to the programs available at The GREAT</p>

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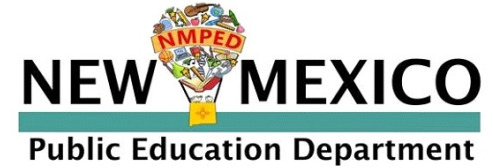


Academy. Students are case-managed individually by teachers to progress monitor student performance. Abiding by the MLSS philosophy, Level 1, 2, & 3 interventions will be applied as necessary. These interventions are monitored through the PLC process to ensure that all students are getting the interventions that are necessary. We do also foresee students having difficulty with accessing services from the Social Worker if parents are apprehensive about this type of service. Some families have had negative experiences with social services. We will do our best to help families understand that this service is to help students with the transition back to school and 'normalcy' after the shutdown. We can also foresee some parents/students not wanting to have to take an additional remediation class, but we believe that we can overcome this by

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	showing a need for this type of intervention with the data from short cycle assessments and course performance data.
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
Please provide the link to the LEA's re-entry plan on the LEA's website	http://thegreatacademy.org/2021-2022-re-entry-plan/ , http://thegreatacademy.org/2021-2022-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

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