

<b>DIRECTIONS:</b> Please read carefully and fill out ONLY per coded system.	Color - Blue	Fill out with narrative requested
	Color - Light Yellow	Check for Yes, Leave blank for NO
	Color - Green	Fill out with a dollar amount
	Color - Light Red	Fill out consultation date

<b>APS Charter Name</b>	Albuquerque Talent Development Academy
<b>APS Charter Allocation</b>	\$312,783.00
<b>Interim allocation 2/3 amount</b>	\$208,522.00
<b>1/3 amount</b>	\$104,261.00

<b>Verification</b>
<b>Remaining to allocate</b>
\$312,783.00
\$208,522.00
\$104,261.00

<b>Reserve funds 20%</b>		<b>OPTIONAL Additional Reserve</b>	
Narrative: "Narrative Response Directions:-Please be specific to how these funds will meet the needs of the students."		Narrative: "Narrative Response Directions:-Please be specific to how these funds will meet the needs of the students."	
Enter Narrative Here		Enter Narrative Here	
No	Amount	Amount	
	\$41,704.40	\$20,852.20	
			2/3 Allocation Amount
			1/3 Allocation Amount

FALSE	Activities to address the Social Emotional Needs of all students				
FALSE	Activities to address the Academic Needs of all students				
FALSE	Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:				
FALSE	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)				
FALSE	Students from low-income families				
FALSE	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))				
FALSE	English learners				
FALSE	Gender (e.g., identifying disparities and focusing on underserved student groups by gender)				
FALSE	Migratory students				
FALSE	Students experiencing homelessness				
FALSE	Children and youth in foster care				
	<b>SUBTOTAL</b>	0	0	0	0

FALSE FALSE

<b>Activities to Address Needs</b>	
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 Allocation Amount: 1/3 Allocation Amount
Elementary and Secondary Education Act (ESEA)	
Narrative	
Enter Narrative Here	

Individuals with Disabilities Education Act (IDEA) Narrative		
Enter Narritive Here		
Adult Education and Family Literacy Act (AEFLA) Narrative		
Enter Narritive Here		
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE) Narrative		
Enter Narritive Here		
<b>SUBTOTAL</b>	0	0

Response Efforts - COVID 19		
	2/3 Allocation Amount	1/3 Allocation Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		
Enter Narritive Here		
Purchasing supplies to sanitize and clean the LEA's facilities		
Enter Narritive Here		
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		
Enter Narritive Here		
Improving indoor air quality		
Enter Narritive Here		
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		
Enter Narritive Here		
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		
Enter Narritive Here		
Planning for or implementing activities during long term closures, including providing meals to eligible students and providing technology for online learning		
Enter Narritive Here		

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)	
Enter Narrative Here	
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	
Enter Narrative Here	
Planning and implementing activities related to summer learning and supplemental after-school programs	
Enter Narrative Here	
Addressing learning loss	
Enter Narrative Here	
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	
Enter Narrative Here	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	
Enter Narrative Here	
<b>SUBTOTAL</b>	<b>0</b>

Program Consultation
<p><i>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.</i></p>
<p><i>*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.</i></p>

<i>meaningfully engaged the following stakeholder</i>	<b>Date(s) Consulted</b>	<b>Date(s) Consulted</b>
Students		
Families		
Education administrators)		
Teachers		

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

<b>Required Information - GEPA</b>
<p><i>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.</i></p> <p>-</p> <p><i>For examples of applicable, relevant, acceptable responses, please see:</i>  <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>-</p> <p><b>GEPA Rubric</b></p> <p><i>A satisfactory answer</i></p> <ul style="list-style-type: none"> <li>- <i>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</i></li> <li>- <i>Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</i></li> </ul> <p>-</p> <p><i>May require revision</i></p> <ul style="list-style-type: none"> <li>- <i>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</i></li> <li>- <i>May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</i></li> </ul>

Please check box if answer is Yes, leave blank if No

FALSE	The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High
FALSE	than June 24, 2021
FALSE	Please provide the link to the LEA's re-entry plan on the LEA's website
FALSE	The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than Au
FALSE	The LEA Agrees to develop strategies and implement public health protocols including, to the greatest