

ARP Grant Application

2021-2022

MIDDLE COLLEGE HIGH SCHOOL CHARTER - GALLUP



Contact Information	
District	MIDDLE COLLEGE HIGH SCHOOL CHARTER - GALLUP
District Code	578
District Type	State Charter
Email Address	rhunter@mchsgallup.com
Phone Contact	505-722-9945
Application Status	Substantially Approvable

Budget Table	
ARP ESSER Award 2/3 rd Allocation	195046.76
ARP ESSER Award 2/3 rd Debit	195046.76
ARP ESSER Award 2/3 rd Balance	0.00
ARP ESSER Award 1/3 rd Allocation	97523.38
ARP ESSER Award 1/3 rd Debit	97523.38
ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %			
	Narrative Response Directions:	20 % of 2/3 Amount	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).	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p> <p>Narrative1: We plan to use this funding to fund a FTE at Middle College HS. This position will work with all students on to ensure learning loss is addressed for each student. By using data on assessments Dr. Dino will identify where students are struggling academically. He will then spend time with those students each day during a 90</p>	39,009.35	19,504.68

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<p>minute tutoring block to address learning loss. He will give assessments throughout the year to track student progress. Mr. Dino will also work with our ELL students. He will work with ELL students during designated times during the day to ensure they are able to catch-up academically. He will also lead PD in September and October for all staff on strategies to engage ELL students in all subjects.</p> <p>IXL Learning, is a highly individualized learning platform that gives each student content to help the student grow based on their academic level/skills. Teachers give several modules a week for homework and it is part of grade and progress is tracked.</p> <p>https://www.ixl.com/</p> <p>All instructors will conduct small group and one on one tutor time with students to work with students to address</p>	<p>those students each day during a 90 minute tutoring block to address learning loss. He will give assessments throughout the year to track student progress. Mr. Dino will also work with our ELL students. He will work with ELL students during designated times during the day to ensure they are able to catch-up academically. He will also lead PD in September and October for all staff on strategies to engage ELL students in all subjects. IXL Learning, is a highly individualized learning platform that gives each student content to help the student grow based on their academic level/skills. Teachers give several modules a week for homework and it is part of grade and progress is tracked.</p> <p>https://www.ixl.com/</p>
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	<p>social emotional needs for all students. Mr. Dino is leading the PD for staff in a weekly PLC to train all staff in social emotional learning. The book is called amplified the curriculum, designing quality learning opportunities for English Learners. All staff are available for tutoring and discussion sessions to address social emotional issues for all students 7:30-5 so any student can access it.</p>	<p>All instructors will conduct small group and one on one tutor time with students to work with students to address social emotional needs for all students. Mr. Dino is leading the PD for staff in a weekly PLC to train all staff in social emotional learning. The book is called amplified the curriculum, designing quality learning opportunities for English Learners. All staff are available for tutoring and discussion sessions to address social emotional issues for all students 7:30-5 so any student can access it.</p>	
<p>Activities to address the Social Emotional Needs of all students</p>	<p>Yes</p>	<p>Yes</p>	<p>2,004.68</p>
<p>Activities to address the Academic Needs of all students</p>	<p>Yes</p>	<p>Yes</p>	<p>10,000.00</p>
<p>Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:</p>	<p>No</p>	<p>No</p>	

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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)	Yes	5,000.00	Yes	2,500.00
Students from low-income families	No		No	
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	Yes	10,000.00	Yes	5,000.00
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		39,009.35		19,504.68

Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p> <p>Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</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	<p>We plan to use this funding to fund a FTE at Middle College HS. This position will work with all students on to ensure learning loss is addressed for each student. By using data on</p>	<p>We plan to use this funding to fund a FTE at Middle College HS. This position will work with all students on to ensure learning loss is addressed for each student.</p>

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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).

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	available for tutoring and discussion sessions to address social emotional issues for all students 7:30-5 so any student can access it.			designing quality learning opportunities for English Learners. All staff are available for tutoring and discussion sessions to address social emotional issues for all students 7:30-5 so any student can access it.
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	Yes	990.65	Yes	5,495.32
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
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		990.65		5,495.32

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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.

	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
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.				
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

ARP ESSER 2/3		ARP ESSER 1/3	
Narrative	Amount	Narrative	Amount
<p>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.</p>	0.00		0.00
<p>Training and professional development on sanitizing and minimizing the spread of infectious diseases</p>			

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Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards				
Improving indoor air quality	Middle College HS is in the process of having a new facility built for the school. We will enter a lease purchase for the new facility. As part of the construction for the new facility a new HVAC system will be installed. The new HVAC system will greatly improve the indoor air quality for the school to decrease the spread of COVID.	155,046.76	Middle College HS is in the process of having a new facility built for the school. We will enter a lease purchase for the new facility. As part of the construction for the new facility a new HVAC system will be installed. The new HVAC system will greatly improve the indoor air quality for the school to decrease the spread of COVID.	72,523.38
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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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		0.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)	0.00	MCHS has used funding from CARES to buy the technology required for their program.	MCHS has used CARES funds to purchase the technology required for their program.	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

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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	0.00	0.00	0.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.			
Sub Totals		155,046.76	72,523.38

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	8/18/2021	8/19/2021	7/23/2021
Families	8/18/2021	8/19/2021	7/23/2021
School and district administrators (including Special Education administrators)	8/18/2021	8/19/2021	7/23/2021
Teachers	8/18/2021	8/19/2021	7/23/2021
Principals	8/18/2021	8/19/2021	7/23/2021
School leaders	8/18/2021	8/19/2021	7/23/2021
Other educators	8/18/2021	8/19/2021	7/23/2021
School support personnel	8/18/2021	8/19/2021	7/23/2021
Unions	8/18/2021	8/19/2021	7/23/2021
Tribes(if applicable)	8/18/2021	8/19/2021	7/23/2021

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Civil rights organizations (including disability rights organizations)	8/18/2021	8/19/2021	7/23/2021
Superintendents	8/18/2021	8/19/2021	7/23/2021
Charter school leaders (if applicable)	8/18/2021	8/19/2021	7/23/2021
Stakeholders representing the interests of:			
Children with disabilities	8/18/2021	8/19/2021	7/23/2021
English learners	8/18/2021	8/19/2021	7/23/2021
Children experiencing homelessness	8/18/2021	8/19/2021	7/23/2021
Children in foster care	8/18/2021	8/19/2021	7/23/2021
Migratory students	8/18/2021	8/19/2021	7/23/2021
Children who are incarcerated	8/18/2021	8/19/2021	7/23/2021
Other underserved students	8/18/2021	8/19/2021	7/23/2021
<p>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.</p>			
<p>*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.</p>			

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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	
ARP ESSER 1/3 rd Indirect Cost Rate	No	97,523.38	0	1	0.00	0.00	0.00	0.00	
ARP ESSER 2/3 rd Indirect Cost Rate	No	195,046.76	0	1	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: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric</p> <p>A satisfactory answer</p> <ul style="list-style-type: none"> • Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access 	<p>Mr. Dino: After assessments are done it might be determined that there are too many students for one staff member to work with. If that is the case additional time from other staff will be allocated to ensure ALL students regardless of background are all given the same attention to help mitigate learning loss.</p> <p>HVAC: Construction projects can sometimes be delayed, which might delay the installation of the new HVAC system. MCHS is working with a building contractor to help us stay on the proposed timeline. Hopefully</p>

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with an expert managing this process for us, we will complete the project on time and ensure that the correct system is installed.

MCHS's current policy is that all students regardless of gender, race, color, origin, disability or age has access to all programs offered at MCHS. This policy and practice will remain the same for all programs and materials bought with ESSER III funds. MCHS has 73% as Native American and so the majority of our students are students of color. MCHS closely tracks all data and has an Indian Education Systemic Framework and reports data to the tribes around the charter mission goals each quarter. This is posted on MCHS's website.

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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>
<p>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</p>	<p>True</p>
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	<p>https://111343eb-a7d6-47dc-82cc-787dbbf85e79.filesusr.com/ugd/e2d9a4_3883866a0b164de38f4dc02133620eda.pdf, MCHS Reentry Plan</p>
<p>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</p>	<p>True</p>
<p>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)</p>	<p>True</p>