

ARP Grant Application

2021-2022

GALLUP-MCKINLEY CTY SCHOOLS

Contact Information	
District	GALLUP
District Code	043
District Type	State District
Email Address	lblanco@gmcs.org
Phone Contact	505-721-1024
Application Status	Approve

Budget Table	
ARP ESSER Award 2/3 rd Allocation	42321586.51
ARP ESSER Award 2/3 rd Debit	42321585.75
ARP ESSER Award 2/3 rd Balance	0.76
ARP ESSER Award 1/3 rd Allocation	24423472.16
ARP ESSER Award 1/3 rd Debit	24423471.70
ARP ESSER Award 1/3 rd Balance	0.46

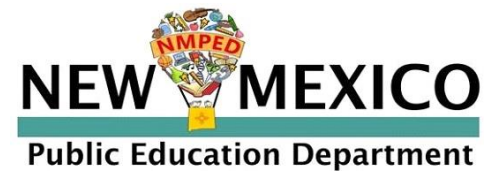
Reserve Funds 20 %

	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	Strategic plan training (District and School site staff) in mental health practices (will include one parent night). We will offer a 360 evidence-based and culturally sensitive mental health empowerment program designed to provide all GMCS employees with the necessary skills to empower their personal mental well-being while gaining a more in depth understanding of what mental health is, what are mental health issues, and	8,464,317.30	An Academic Summer Camp will be provided in July for students in K-8. Costs include non-contract/benefits pay for staff, materials. Five identified standards based on the GMCS's Quarter 3 Interim assessment from March will be the instructional focus. Five identified standards in need of mastery based on the GMCS's Quarter 3 Interim assessment from March 2021 will be the instructional focus. A pre- and post- test with those	4,884,694.43

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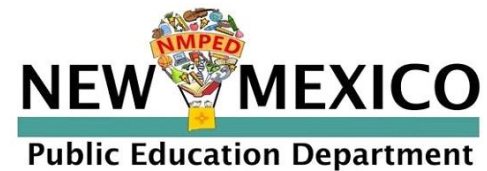


<p>the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-</p>	<p>how to respond to signs of mental illnesses and substance use disorders in both students and adults. Materials, resources, support and training are designed to layer assistance and knowledge for all stakeholders: children, families, staff, district, and community with a 360- full circle of support. These resources and supports align with the PBIS framework and the ideals that we will infuse knowledge and build capacity of current staff, students, families and community of Gallup McKinley County. This outline below is built with the framework from GMCS with layers of district support personnel including Wellness Teams and Mental Health Teams. The guiding principle is that we are ALWAYS learning focused, and data informed.</p> <p>An Academic Summer Camp will be provided in July for students in K-8. Costs include non-contract/benefits pay for staff, materials. Five identified standards based on the GMCS's Quarter 3 Interim assessment from March will be the instructional focus. Five identified standards in need of mastery based on the GMCS's Quarter 3 Interim assessment from March will be the instructional focus. A pre- and post- test with those specific standards are already developed and ready to be administered within the sessions. Grades 9 through 12 will receive credit recovery and/or credit acquisition opportunities based on credit deficiencies that were not acquired during the pandemic window in order to get student back on track for on-time graduation.</p>	<p>specific standards is already developed and ready to be administered within the sessions. Grades 9 through 12 will receive credit recovery and/or credit acquisition opportunities based on credit deficiencies that were not acquired during the pandemic window in order to get student back on track for on-time graduation. Students will be targeted based on priority. A. 20-21 Senior Cohort - 110 students B. 21-22 Senior Cohort Deficient in Credits, less than 18 C. 22-23 Senior Cohort Deficient in Credits, less than 11. Costs include non-contract/benefits pay for staff and materials. Summer School- https://eric.ed.gov/?id=EJ630023;</p> <p>A homework hotline (https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4303_10) will be made available in all grade levels to support students that are unable to attend afterschool programming due to scheduling conflicts. These students will need supports with academic tasks that require one-on-one assistance from a highly qualified teacher. Costs will include non-contract pay/benefits for staff.</p> <p>K-8 students will be offered afterschool programming (including non-contract pay for staff and materials) to support closing learning gaps in student learning caused by a lack of exposure to instruction due to Covid-19. Multiple evidence-based strategies such as 1, small group instruction (https://onlinelibrary.wiley.com/doi/abs/10.1</p>	
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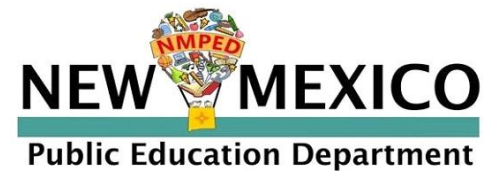


<p>income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).</p>	<p>Students will be targeted based on priority. A. 20-21 Senior Cohort - 110 students B. 21-22 Senior Cohort Deficient in Credits, less than 18 C. 22-23 Senior Cohort Deficient in Credits, less than 11. Costs include non-contract/benefits pay for staff and materials. Summer School- https://eric.ed.gov/?id=EJ630023;</p> <p>A homework hotline (https://www.tandfonline.com/doi/abs/10.107/s15430421tip4303_10) will be made available in all grade levels to support students that are unable to attend afterschool programming due to scheduling conflicts. These students will need supports with academic tasks that require one-on-one assistance from a highly qualified teacher. Costs will include non-contract pay/benefits for staff.</p> <p>K-8 students will be offered afterschool programming (including non-contract pay for staff and materials) to support closing learning gaps in student learning caused by a lack of exposure to instruction due to Covid-19 in 2020-2021. Multiple evidence-based strategies such as 1, small group instruction (https://onlinelibrary.wiley.com/doi/abs/10.111/0938-8982.00020), 2. identified standards of need from assessments given to drive learning, 3.one-on-one learning for individual students needing personalized help (https://eric.ed.gov/?id=ED414625), and by using instructional tools that have been proven with similar student populations such</p>	<p>111/0938-8982.00020), 2. identified standards of need from assessments given to drive learning, 3.one-on-one learning for individual students needing personalized help (https://www.tandfonline.com/doi/abs/10.107/s15430421tip4303_10), and by using instructional tools that have been proven with similar student populations such as cooperative learning (https://www.edutopia.org/stw-collaborative-learning-research). School Year 21-22 HS afterschool program for Grades 9 through 12 will receive credit recovery (https://appam.confex.com/appam/2018/webprogram/Paper26158.html) and/or accelerated learning (https://files.eric.ed.gov/fulltext/EJ1105728.pdf) to support in classroom content to address learning/credit gaps.</p> <p>For credit recovery students will be identified based on credit deficiencies that were not acquired during the pandemic window in order to get student back on track for on-time graduation. Students will be targeted based on priority. A. 20-21 Senior Cohort - 110 students B. 21-22 Senior Cohort Deficient in Credits, less than 18 C. 22-23 Senior Cohort Deficient in Credits, less than 11. Student will be targeted for accelerated learning support based on grade level skill gaps identified through interim and content-based measures from the classroom instruction. Elementary and middle school students will learn the lowest 5 standards from the interim assessments given to students in both in</p>	
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<p>as cooperative learning (https://www.edutopia.org/stw-collaborative-learning-research). School Year 21-22 HS afterschool program for Grades 9 through 12 will receive credit recovery (https://appam.confex.com/appam/2018/webprogram/Paper26158.html) and/or accelerated learning (https://tntp.org/publications/view/teacher-training-and-classroom-practice/accelerate-dont-remediate) to support in classroom content to address learning/credit gaps.</p> <p>For credit recovery students will be identified based on credit deficiencies that were not acquired during the pandemic window in order to get student back on track for on-time graduation. Students will be targeted based on priority. A. 20-21 Senior Cohort - 110 students B. 21-22 Senior Cohort Deficient in Credits, less than 18 C. 22-23 Senior Cohort Deficient in Credits, less than 11. Student will be targeted for accelerated learning support based on grade level skill gaps identified through interim and content-based measures from the classroom instruction. Elementary and middle school students will learn the lowest 5 standards from the 2020-2021 interim assessments given to students in both in person and distance settings (hybrid). All preschool staff and administrators are required to complete the NM Pyramid Model which is a social and emotional learning framework that promotes young children's healthy development and prevents</p>	<p>person and distance settings (hybrid). All preschool staff and administrators are required to complete the NM Pyramid Model which is a social and emotional learning framework that promotes young children's healthy development and prevents challenging behaviors. The core work is this Model focuses on building adults' skills so they can support children's social and emotional health.</p> <p>Cooperative Learning - Professional Development for instructional staff, as well as in-person instructional development, to implement engagement strategies designed to assist student language development and interpersonal skills within an academic context. Approximately 30% of GMCS students are identified as English Language Learners based on 2019-20 WIDA/ACCESS data. Engagement protocols within learning environments are especially helpful with this specific at-risk population.</p>	
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<p>challenging behaviors. The core work on this Model focuses on building adults' skills so they can support children's social and emotional health.</p> <p>Cooperative Learning –Professional Development for instructional staff, as well as in-person instructional development, to implement engagement strategies designed to assist student language development and interpersonal skills within an academic context. Approximately 30% of GMCS students are identified as English Language Learners based on 2019-20 WIDA/ACCESS data. Engagement protocols within learning environments are especially helpful with this specific at risk population.</p> <p>Professional Development for iStations - assist early intervention to address disparities in the iStation Data related to literacy and reading comprehension (Istation percent of students scoring in the strategic or intensive range (not at grade level) by grade level. Kindergarten: BOY 75%, MOY 69%, EOY 78% - First grade: BOY 73%, MOY 65%, EOY 78% - Second grade: BOY 62%, MOY 65%, EOY 78% - Third grade: BOY 75%, MOY 80%, EOY 79% - Forth grade: BOY 77%, MOY 78%, EOY 81% - EOY 79%. These assessments were mainly done from home. These results are significantly higher than previous years due to the testing environment. Provide Tier I and Tier II small group support structures within an accelerated learning model.</p>			
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<p>Provide Empower Kits to all K-11 Core content teachers to provide high intentional structures for intervention.</p> <p>Experiential Learning Opportunities (including visiting colleges and career experiences), purposeful activities that address the unique needs of low-income students to provide access and relevance to tie students learning to post-secondary aspirations.</p> <p>Contracting for after-school learning, extension of structured ancillary services, licensed special education instructional staff and classified staff allows for the continuity of tier III intervention supports for students with disabilities in their engagement in Summer Academics and After-School support programs.</p> <p>The utilization of an educational platform, such as Plato, provides the flexibility to modify and adapt general curricular needs of individuals with disabilities while maintaining requirements under IDEA and ESSA.</p> <p>Additional training and supports provided to general educational staff related to identifying students that are struggling and the appropriate response to implementation of accommodations and modifications will increase student success regarding appropriate interventions for students with disabilities. Proficiency rates for reading among students with disabilities in 2019 ranged from 37% for kindergarten to 17% for</p>			
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<p>11th grade with significant dips in upper elementary, upper mid and lower high. Proficiency rates for math in 2019 ranged from 29% for third to 22% in high school with significant dips in upper elementary, upper mid and lower high. Improvement from 2017 and 2018 was modest for math and flat for reading. Additional supports will help accelerate learning by reducing caseloads and ensuring fidelity to intervention and co-teaching models.</p> <p>Sheltered English Instruction Strategies-Alignment and Professional Development</p> <ul style="list-style-type: none">• Alignment of Year at a Glance (YAG) to assessment and WIDA data by unpacking standards and creating SIOP Curriculum Maps• Development of lesson plans in alignment to YAG and Curriculum Maps with aligned assessments to measure student progress towards mastery• Training all teachers on SIOP <p>30% of students in GMCS are identified as ELL. Language needs keep students from being able to access Sheltered English instruction will be used in GMCS as an instructional approach to engage ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that will be developed will connect</p>		
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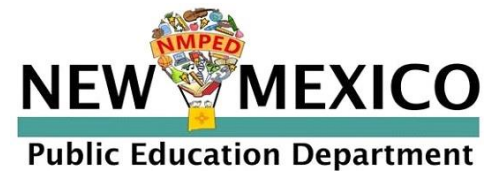
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<p>new content to students' prior knowledge, require collaboration among children to develop language, and by spiraling through curriculum material, SIOP offers ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level. With the pandemic-based in person, hybrid, distance learning models, instruction did not lend itself well to sheltered instruction and helping this vulnerable population. For reading, the data from the 2019 assessment documents that the highest reading proficiency rate was at second grade with 38% and the rate declines drastically to 4% in 8th grade. The rate improves to 19% in grade 11.</p> <p>Put in place a study regarding gaps for gender; currently the data does not demonstrate consistent or reliable data to differentiate this need.</p> <p>Professional development will be provided to School Counselors/Social Workers on evidence-base strategies to inform and support families out of homelessness. Non-Contract Compensation for Guidance Counselors/Social Workers and School Liaisons to provide family counseling related to homelessness/recovery. Professional development will be provided to School Counselors/Social Workers on evidence ways to inform and support families out of homelessness.</p>			
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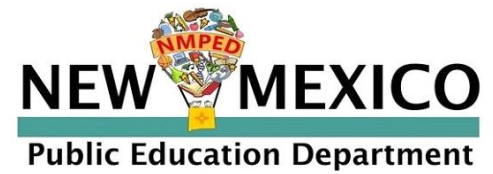


	<p>Non-Contract Compensation for Guidance Counselors/Social Workers to provide counseling on mental health concerns related to students being removed from parents. School site counselors and Social Workers will provide after hours counseling and social emotional support to targeted students.</p> <p>Social emotional supports- Purchases will include professional development for social emotional learning strategies and curriculum, positive behavior intervention strategies (PBIS) and software/online access to curriculum . Some focus areas will be the five competencies in the CASEL Framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Counseling will focus on addressing trauma related to grief, loss, substance abuse, negative habits, and family stressors.</p>			
<p>Activities to address the Social Emotional Needs of all students</p>	<p>Yes</p>	<p>1,200,000.00</p>	<p>No</p>	<p>0.00</p>
<p>Activities to address the Academic Needs of</p>	<p>Yes</p>	<p>3,817,384.30</p>	<p>Yes</p>	<p>4,884,694.43</p>

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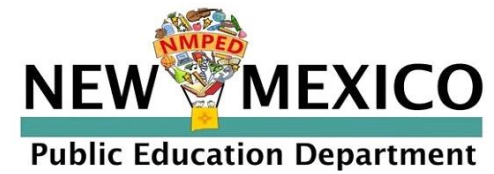


all students				
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by	Yes	274,628.00	No	0.00

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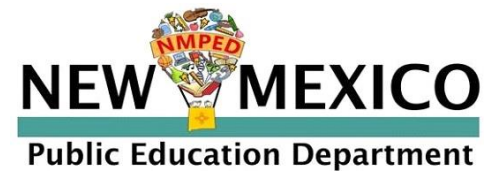


race or ethnicity)				
Students from low-income families	Yes	1,000,000.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	480,000.00	No	0.00
English learners	Yes	1,400,000.00	No	0.00
Gender (e.g., identifying disparities and focusing on	Yes	20,000.00	No	0.00

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underserved student groups by gender)				
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	Yes	172,305.00	No	0.00
Children and youth in foster care	Yes	100,000.00	No	0.00
Sub Totals		8,464,317.30		4,884,694.43

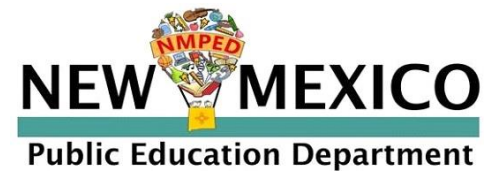
Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
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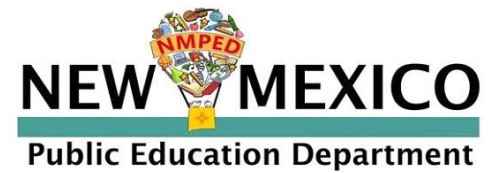


Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented 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
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00

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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)	Redesigning school libraries to become 21st Century Research and Information Discovery Centers: Training and curriculum will be provided to educational assistants who are facilitating district aligned curriculum activities within The Centers. Elementary schools will focus on Career Exploration, researching informational text, responding to literary text, and participate in STEM activities. Secondary schools will focus on	9,186,300.00		0.00

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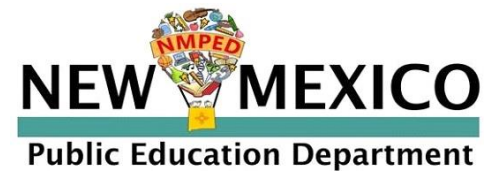
collaborative inquire of information, social interaction, and student lead presentations, and wellness instruction. With the digital opportunities students have with new computing devices in their hands, the libraries are dated and obsolete.

Training for Library Assistants, supplies for the library to repair books and to support professional development activities for the librarians. We will add interactive and sensory technology to support increased collaboration and inclusiveness. We will add flexible seating and furniture with charging capabilities to support the use of technology in collaborative spaces. We will replace shelving to create more space and allow for flexibility. Library Office Supplies, 3 D printers/carts, scanners, Padcaster, Padcaster Digital Toolkit, Padcaster Headset, self-driving cars, drones and Briks Classic Building Brick Starter Set will be purchased. These purchases will support our efforts to accelerate student learning and close learning gaps created by the Covid 19 pandemic. All students will have access to the items purchased. Both teachers and librarians will guide students in the use of the technology as they develop thinking,

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communication, social, self-management, and research skills. The technology purchases enhance opportunities for self-guided, collaborative, and hands-on learning to expose them to the field of Science, Technology, Engineering and Math (STEM).\$215,0000

Professional Development and Consulting Services to design and implement high school redesign throughout the district's high schools, building a community-wide system of college and career pathways with the overarching goal of preparing all of the community's young people, especially those furthest from opportunity, for lasting success in college, career, and civic life. The work would focus on district high schools, strongly articulated to K-8 and postsecondary institutions and significantly engaging the employer community, tribal leaders, and other community stakeholders. Teachers, teams of administrators at both the school and district level will be part of this initiative. ConnectED is committed to working flexibly with the community to design and implement a plan that respects local context and maximizes the community's resources in ways that make the best sense for McKinley County.

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SREB - Training CCR teachers in strategies to integrate academic content and workplace expectations to identify their content standards and create a scope and sequence that supports the meaningful integration of Common Career Technical Core and course expectations with the goal to strengthen assignments and increase technical skill attainment. Teachers will determine current strengths of classroom assignments, identify actions to increase the rigor of future assignments and develop assignments with real-world connections and academic rigor that will accelerate learning. Due to students missing 1.5 years of direct and intensive instruction due the Covid-19 pandemic, ARP funding allows GMCS high schools to prepare students to live and thrive in real world situations that expose students to career experiences and options that would be impossible to replicate without these supports.

Science Labs & STEM Classroom Initiatives- Incorporate learning spaces that are more flexible to mirror the post-secondary environment. The learning model will incorporate and address the

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unique needs of ELL, Native American, Low Income and students experiencing homelessness/foster care. These can include hands on learning, 3D equipment, furniture, fabrication labs, dynamic problem solving mockups, and post-secondary focused skill attainment- \$6,000,000.

Postage to send report cards home, as it is part of the educational process, due to COVID19 restrictions, it is of vital importance to be sure that educational information is getting out to families. This also prevents large groups of people coming to the school site to pick up these items.

Headphones with microphones- These will be materials for students who have fallen behind due to lack of in-person learning opportunities in the initial full scale closure of schools due to COVID-19. Headphones will be used with a software program as part of a targeted intervention for ELL students to enhance speaking and writing skills. The headphones will allow the student to speak into the program for extended practice to help them develop essential language skills. This intervention was selected in response to data from current WIDA testing for students who are not advancing out of the ELL

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program to ELD due to lack of speaking and writing skills. In response to the Covid-19 pandemic, ARP funding allows GMCS students to access the most up-to-date and relevant equipment and tools for the STEM environment. Students in GMCS, will have equitable access to modern scientific equipment and environments to compete in a global society.

Student Lead Conferences - with parental involvement having a high correlation with student success in schools, the implementation of student led conferences will allow all parents to access their students academic learning goals particularly around ELA, math, and credit acquisition. Training will be provided to each school leadership team to offer these conferences to all families to ensure that students are supported by their families. Data will be collected to help the district hit the goal of over 70% of all families engaging in their student's education.1. In response to the Covid-19 pandemic, GMCS realizes the need to connect families with schools to close learning gaps. Conferences at elementary will focus on specific skills that can be easily practiced at the conference and reused to support learning in the

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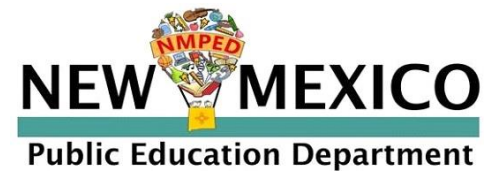
	<p>home environment. Grades 6 through 12, will have students begin to own their learning through explaining their performance and goals by managing their own conference with the teacher and parents.</p> <p>Alignment of standards to SAT- software will be purchased to align current NM Common Core Standards to the SAT assessment to improve instruction and student learning to mitigate learning loss due to Covid 19.</p>			
Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)				0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		9,186,300.00		0.00

Response Efforts - COVID 19

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<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>	ARP ESSER 2/3		ARP ESSER 1/3	
	Narrative	Amount	Narrative	Amount

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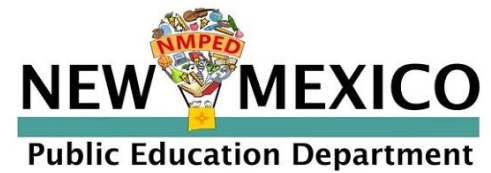
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<p>Training and professional development on sanitizing and minimizing the spread of infectious diseases</p>	<p>The District hired a Custodial Supervisor prior to the start of FY21 school year. Due to the geographic nature of the District, it was key that we have continuity of sanitization happening district-wide. The supervisor has provided training on a one-on-one basis with each school site and monitors these schools on a regular basis. In the 2021-2022 school year the District will be bringing in companies provide sanitation training, we will be creating new in house videos and training protocol for newly hired staff as well as working with all levels of schools sites to implement a monitoring process to assure school site are properly sanitized at all times. The District is looking at all illness that typically spreads within the school building to mitigate the loss of learning time and work time for students and staff respectively.</p>	<p>100,000.00</p>		<p>0.00</p>
<p>Purchasing supplies to sanitize and clean the LEA's facilities</p>	<p>The District will maintain its current supplies and increase the amount of sanitizing materials available to every staff member within the school building. The District will look to expand access to all school</p>			<p>0.00</p>

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	rooms including the increased number of hand sanitizing stations within classrooms (prior to the pandemic the District had already placed hand sanitizing stations in the halls of all school buildings)			
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	The District is going to attempt to mitigate the number of high touch services through out the school buildings. This include the purchase and installation of no touch lighting and bathroom facilities (water faucets, toilets, etc...) and water fill stations. Due to the demographic nature of the District we will need to procure the installation of these items for all locations. We will update the electrical infrastructure to facilitate the needs for additional technology within The Centers.	11,000,000.00		0.00
Improving indoor air quality	The district will replace or upgrade HVAC systems to be compliant with CDC recommendations (which may include MERV 13 capacity, Geothermal with UV lighting, Bipolar Ionization, improved air flow methods, and newly invented technology as it becomes available).	4,060,636.00	The district will replace or upgrade HVAC systems to be compliant with CDC recommendations (which may include MERV 13 capacity, Geothermal with UV lighting, Bipolar Ionization, improved air flow methods, and newly invented technology as it becomes available).	15,874,272.00

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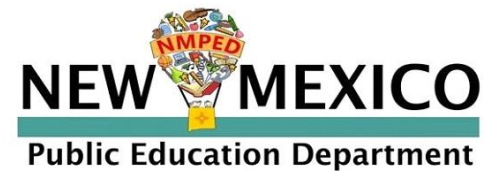
GALLUP-MCKINLEY CTY SCHOOLS

<p>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</p>	<p>Yearlong professional development/coaching on site for all instructional coaches to support classroom teachers in accelerating learning model. Coaches will help teachers to better understand prerequisite learning levels to raise students to grade level content. Training IC's to work effectively with classroom teachers using student learning data/performance to inform coaching conversations. Train the coaches to seamlessly guide the conversation from student learning to other factors such as the implementation of curriculum and classroom routines. Gallup-McKinley County Schools has 100% of students on free reduced lunch with over 70% of students not on grade level with their English skills and more than 80% not on grade level with math content. High quality instructional support for teacher ensures all students have the resources they need to meaningfully engage in school.</p> <p>Homeless supports - We will purchase additional supplies of season clothing, hygiene products, sleep attire, and</p>	<p>375,000.00</p>		<p>0.00</p>
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	<p>carrying bags. Students in foster care will receive additional supplies to replace any necessary school items from the transition to foster care (clothing, hygiene products, sleep attire, and carrying bags). Fuel for vehicle use by counselors to support homeless needs.</p>			
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs</p>	<p>Development of wellness teams in alignment of state MLSS and connected to ASC. Currently, the schools will expand their current safety teams in include wellness and student supports. The teams will meet monthly on school safety, student and adult wellness, instructional support through the MLSS system and include the ASC component.</p> <p>The ASC component brings in parents and community members elected by their schools. The additional voices from parents and community will allow the restructured team to address student, parent, and community concerns as well as double up as the advisory panel for school leaders as they implement federal and state programs. Compensation for school staff will allow the</p>			<p>0.00</p>

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	<p>committees to meet after school hours.</p> <p>Advisory School Councils (ASCs) are directly required in House Bill 212, adopted by NM in the early 2000's. The GMCS and school-based Wellness Teams, which include the ASC members, will focus on procedures and systems to improve the site's preparedness for different schools to meet the evolving and ever changing conditions brought by the Covid-19 Pandemic. This team will focus on ensuring school-level leaders are always looking at potential dangers or safety concerns within the school to ensure there is no disruption of the educational plan through a cycle of data collection, analysis, planning, and action.</p>			
<p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p>	<p>The District has in place the logistics, supplies and staff to assure continuity of services.</p>	<p>0.00</p>		<p>0.00</p>

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<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Interactive Panels - To provide interactive LCD panels in all classrooms currently without interactive screens to enhance instruction and use in combination within person and off-site instruction. Teachers will be able to integrate the new LCD systems with existing teaching systems like Microsoft Teams and provide students with the ability to access material they have missed that is saved from the interactive LCD system to Teams. 670 total screens with 556 carts and 114 wall mounts and installation.</p> <p>Access Points- To purchase Extreme Aerohive 802.11.a.x (wi fii 6) Access Points (AP) to replace older 802.11.1a.c AP's, installation, software and maintenance. This purchase will be in response to Covid 19 to improve wireless access in remaining school sites and Educational Development Center to ensure remote instruction and services can be delivered if the district transitions to remote learning in a hybrid or fully remote model.</p> <p>Laptops for Teachers- The district plans on purchasing 200</p>	<p>4,995,069.00</p>		<p>0.00</p>
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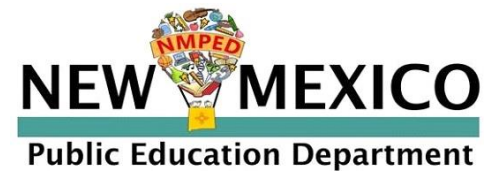
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	<p>Lenovo T14 Laptops for teachers. This purchase will be in response to Covid 19 to ensure teachers have up to date devices for teachers in the event of remote learning in a hybrid or fully remote model.</p> <p>Student Device Replacement - To provide replacement student laptops (grades 3 - 12) and cases and replacement student iPads (grades PK - 2) and cases for 20 percent of existing inventory. The replacement devices are needed to replace lost, stolen, or damaged devices not covered under device warranty. GMCS has currently had repair orders of approximately 6% of current devices. Replacing 20% of devices annually will ensure that all devices are 1 to 4 years old which is within the life cycle of laptops and iPads.</p> <p>Keyboards - The purchase of keyboards that are compatible with existing iPads for 2nd graders to prepare students for the transition to Windows laptops used in grades 3-12. In response to Covid 19, student devices were issued to all students in all grades for</p>			
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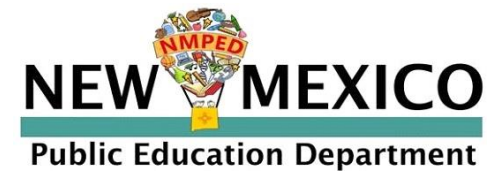


	<p>remote learning. In an effort to better prepare 2nd graders for remote learning, keyboards are needed.</p> <p>Universal Power Supply equipment and installation- The purchase for installation and hardware of universal power supply equipment is needed to ensure remote instruction can take place from all classrooms due to possible school closure due to Covid-19.</p> <p>Web Filtration System- Purchase to mitigate issues related to students accessing non-educational sites with district technology. Upgraded web filtration system will also prevent cyber-attacks and ransomware which would cause disruption to online learning and activities in the district. This upgrade will also help us to prepare for remote/virtual learning in the event that is necessary due to Covid 19.</p>			
<p>Providing mental health services and supports, including through the implementation of evidence based full-service</p>	<p>The District has counselors at all schools, additional training will be provided to counselors through other priority areas already addressed.</p>	<p>0.00</p>		<p>0.00</p>

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community schools and hiring of counselors				
Planning and implementing activities related to summer learning and supplemental after-school programs	Summer programs, afterschool program and credit recovery will be provided. Cost includes student transportation and costs associated with meal preparation for programs.	206,778.00	Summer programs, afterschool programs and credit recovery will be provided. Costs include student transportation and costs associated with meal preparation for programs.	3,076,134.00
Addressing learning loss	<p>Phonics and Phonemic Awareness- Professional Development, teacher and student materials. Development of a LETRS curriculum or student intervention structure with the materials necessary to implement K-2, and possibly 3, supports for students showing characteristics of Dyslexia as defined by the Lexercise Dyslexia Screener given from February 2021 to April 2021.</p> <p>The Covid-19 pandemic only increased the gap of students struggling to reach proficiency in reading in the grades where Foundational standards are key to learning to read. Direct and intensive in-person instruction did not occur for approximately 70 to 80% of elementary</p>	103,000.00		0.00

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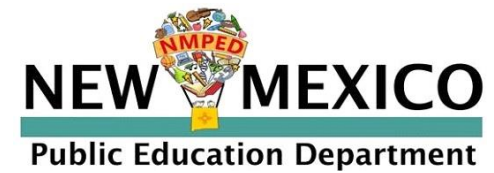
GALLUP-MCKINLEY CTY SCHOOLS

<p>students during the 2020-2021 based on GMCS In-person Attendance Data. 100% of students were not exposed to any direct Foundational reading strategies from March 2020 to May 2020 due to all NM schools being closed. 100% of students were taught reading online after Thanksgiving through December 2020. That type of learning does not lead to the intensive supports needed to help a child to learn to read. Current LETRS data from the Lexercise screener indicates approximately 71% of 1st grade GMCS students that were screened were able to assess are at risk for Dyslexia. In addition, The National Reading Panel research emphasizes the specific skills needed for a child to learn to read. This structure was impossible during hybrid and distance learning. (Istation percent of students scoring in the strategic or intensive range (not at grade level) by grade level. Kindergarten: BOY 75%, MOY 69%, EOY 78% - First grade: BOY 73%, MOY 65%, EOY 78% - Second grade: BOY 62%, MOY 65%, EOY 78% - Third grade: BOY 75%, MOY 80%, EOY 79% - Forth grade: BOY</p>			
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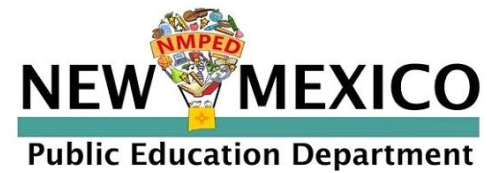
	77%, MOY 78%, EOY 81% - EOY 79%)			
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	Recruiting incentives paid out over two years to combat lack of staff due to on-going issues related to the Covid 19 pandemic.	3,244,248.00		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.	The District maintains a District-Wide safety team that meet regularly and consults with each entity identified.			
Sub Totals		24,084,731.00		18,950,406.00

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	5/26/2021	6/1/2021	9/17/2021	
Families	5/26/2021	6/1/2021	9/17/2021	
School and district administrators (including Special Education administrators)	5/26/2021	6/1/2021	9/17/2021	
Teachers	5/26/2021	6/1/2021	9/17/2021	
Principals	5/26/2021	6/1/2021	9/17/2021	
School leaders	5/26/2021	6/1/2021	9/17/2021	
Other educators	5/26/2021	6/1/2021	9/17/2021	
School support personnel	5/26/2021	6/1/2021	9/17/2021	

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Unions	5/26/2021	6/1/2021	9/17/2021
Tribes(if applicable)	5/26/2021	6/1/2021	9/22/2021
Civil rights organizations (including disability rights organizations)	5/26/2021	6/1/2021	9/17/2021
Superintendents	5/26/2021	6/1/2021	9/17/2021
Charter school leaders (if applicable)	5/26/2021	6/1/2021	9/17/2021
Stakeholders representing the interests of:			
Children with disabilities	5/26/2021	6/1/2021	9/17/2021
English learners	5/26/2021	6/1/2021	9/17/2021
Children experiencing homelessness	5/26/2021	6/1/2021	9/17/2021
Children in foster care	5/26/2021	6/1/2021	9/17/2021
Migratory students	5/26/2021	6/1/2021	9/17/2021
Children who are incarcerated	5/26/2021	6/1/2021	9/17/2021
Other underserved students	5/26/2021	6/1/2021	9/17/2021

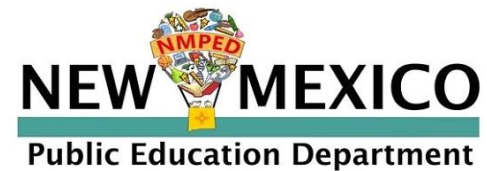
Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required 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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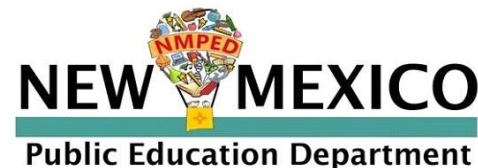


Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	21,160,793.25	2.86	1.0286	0.00	588,371.27	21,160,793.25	20,572,421.98
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	42,321,586.51	2.86	1.0286	21,237,536.00	586,237.45	21,084,050.51	20,497,813.06

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 	<p>GMCS fully complies with all Title IX expectations. The District will utilize counseling services and support their professional development to assist stakeholders reentering the public school system. The counseling department is being trained in supporting all students with social-emotional struggles as they come back to school in 2021-2022. Each school site has a counselor or Student Success Advisor to support students with any emotional support required to make a safe transition back into the in-person educational setting. The district will share information via radio and local news all the improvements to school ventilation systems and facilities to support a clean and safe environment. Wellness teams at each site will receive PD on how to build a culture focused on safety first while stakeholders are in school. Gallup-McKinley County Schools is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, sexual orientation, gender identity status, spousal affiliation, or any other protected characteristic, as may be required by law. All staff at GMCS are trained through Safe Schools which provides them with information on how to identify discrimination, harassment, bullying, and the hostile work environment. The district requires staff to pass the end of the course evaluation regarding all the areas mentioned.</p>

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<p>based on criteria such as gender, race, color, national origin, (dis)ability, and age</p> <ul style="list-style-type: none"> • 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>All schools implement a social emotional learning and wellness committees to identify students of gender, race, color, national origin, disabilities that may have barriers that may prevent them from succeeding in school. Counseling has mandated the implemented the MLSS-Multi Layer of Student Support to include identifying students who are struggling due to complications based on academics, and social emotional that could negatively impact their school success due to issues pertaining to gender, race, color, national origin, disability, and age. This program will document all interventions to initiate a team to help meet the students’ needs. GMCS post the following information on their web page and in all facilities of the district "Gallup-McKinley County Schools do not discriminate on the basis or r ace, national origin, sex, disability or age in its programs an activity and provides equal access to Boy Scouts and other designated youth groups. The Following person has been designated to handle inquiries regarding the nondiscrimination polices: (The document has the contact person that can be contacted if needed).</p>
<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</p>	<p>True</p>

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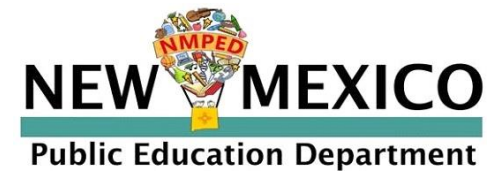
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<p>educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school 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.</p> <p>(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>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>	

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Instructions:

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Under this requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

In the fields below, please provide a link to the LEA’s most current posted plan on the LEA’s website, and the date the plan was posted to the LEA’s website.

First Posting	https://www.gmcs.org/apps/pages/index.jsp?uREC_ID=1804450&type=d&pREC_ID=1971609 , Re-Opening Plan	6/24/2021
Second Posting (if needed*)	https://www.gmcs.org/apps/pages/index.jsp?uREC_ID=1804450&type=d&pREC_ID=2219458 , Plan for Safe Return to In Person Instruction	12/21/2021
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
Seventh Posting (if needed*)		
Eighth Posting (if needed*)		

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The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021	True
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)	True

Posting of LEA's ARP ESSER III Application to the LEA's Website		
District	Date	Please provide a link to the LEA s ARP ESSER III application on the LEA s website
GALLUP	4/20/2022	https://www.gmcs.org/apps/pages/index.jsp?uREC_ID=1804450&type=d&pREC_ID=2219458 , Gallup approved ARP application posting