

ARP Grant Application

2021-2022

MEDIA ARTS COLLABORATIVE CHARTER



Contact Information		Budget Table	
District	MEDIA ARTS COLLABORATIVE CHARTER	ARP ESSER Award 2/3 rd Allocation	349095.95
District Code	501	ARP ESSER Award 2/3 rd Debit	349095.95
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	jdooley@nmmediaarts.org	ARP ESSER Award 1/3 rd Allocation	174547.98
Phone Contact	505-243-1957	ARP ESSER Award 1/3 rd Debit	0.00
Application Status	Submit to State	ARP ESSER Award 1/3 rd Balance	174547.98

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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).	STEM Coach for 1-1 Support and Humanities Coach for 1-1 Support. Coaches will use NWEA scores to target areas of need. They will also co-teach with core teachers and use classroom assessments to chart learning. Link: https://teach.mapnwea.org/admin/home.seam	69,819.19		34,909.60
Activities to address the Social Emotional Needs of all students	Yes	2,000.00	No	0.00
Activities to address the Academic Needs of all students	Yes	2,000.00	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

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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)	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”))	Yes	40,000.00	No	0.00
English learners	Yes	50,000.00	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		94,000.00		0.00

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Additional Reserve Funds (Optional)

	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).				
Activities to address the Social Emotional Needs of all students	No	0.00	No	0.00
Activities to address the Academic Needs of all students	No	0.00	No	0.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00

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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	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		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

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Elementary and Secondary Education Act (ESEA)	Classroom technology for small group learning such as SMART Boards and flat-screen TVs. Includes training for teachers & staff.	40,095.95		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
		40,095.95		0.00

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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		0.00		0.00
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	Student Recruitment in areas most affected by COVID	25,000.00		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)	Student laptops for 1-1 support	190,000.00		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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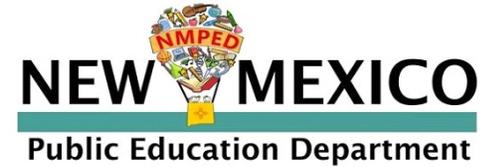
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.			
Sub Totals		215,000.00	0.00

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	7/13/2021	7/31/2021	8/6/2021	
Families	7/13/2021	7/31/2021	8/6/2021	
School and district administrators (including Special Education administrators)	7/15/2021	7/31/2021	8/9/2021	
Teachers	7/15/2021	7/31/2021	8/9/2021	
Principals	7/15/2021	7/31/2021	8/9/2021	
School leaders	7/15/2021	7/31/2021	8/9/2021	
Other educators	7/15/2021	7/31/2021	8/9/2021	
School support personnel	7/15/2021	7/31/2021	8/9/2021	
Unions				
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)	7/15/2021	7/31/2021	8/9/2021	
Superintendents	7/15/2021	7/31/2021	8/9/2021	
Charter school leaders (if applicable)	7/15/2021	7/31/2021	8/10/2021	
Stakeholders representing the interests of:				

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Children with disabilities	7/13/2021	7/31/2021	8/9/2021
English learners	7/13/2021	7/31/2021	8/9/2021
Children experiencing homelessness	7/13/2021	7/31/2021	8/9/2021
Children in foster care	7/13/2021	7/31/2021	8/9/2021
Migratory students	7/13/2021	7/31/2021	8/9/2021
Children who are incarcerated	7/13/2021	7/31/2021	8/9/2021
Other underserved students	7/13/2021	7/31/2021	8/9/2021

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	No	174,547.98	7.54	1.0754	0.00	0.00	0.00	0.00

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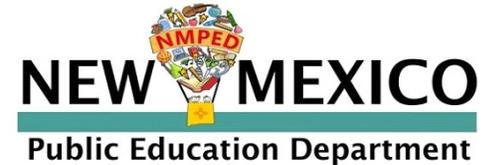
ARP ESSER 2/3 rd Indirect Cost Rate	No	349,095.95	7.54	1.0754	0.00	0.00	0.00	0.00
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Required Information - GEPA	
	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description 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>Because Media Arts has a 45% SPED population, and adheres to an inclusion model, general education teachers work side-by-side with special education personnel in the classroom setting. Admin focuses on ensuring that lessons engage students in learning through Observations and Walkthroughs , specifically "Domain 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse." Weekly, teachers are coached in professional learning communities to study student data (i.e. NWEA scores, student work and growth, attendance, discipline, etc.) and to work toward fairness in gender and LGBTQ issues, and in race and ethnicity concerns, when making curricular decisions. Lastly, Media Arts has hired a STEM Coach and a Humanities</p>

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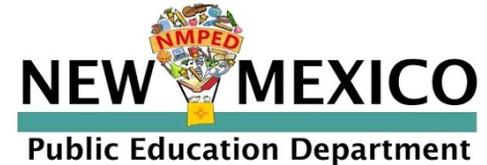
Coach to assist with student support, has made 1-1 technology available and accessible, and has added another full-time counselor for socio-emotional and mental health needs.

Media Arts teachers have reimagined the school curriculum through the lens of equity. Working with the Equity Council, teachers and staff have discovered that equity is found in the school's original charter document, embracing the Sá'ah Naaghai Bik'é Hózhó (SNBH) – The Beauty Way (Diné) methodology. At the heart of this is the acquisition of student voice and choice. MACCS has scheduled a Universal Prep every day to implement a Project-Based Learning (PBL) studio school environment. This includes big projects throughout the year that emphasize CCSS rigor and real-world hands-on experiences. Students work on CTE pathways and create portfolios. In process, Media

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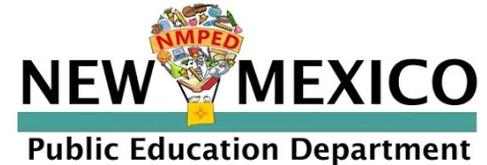
Arts will keep its eye on Math proficiency.

In addition to the 45% SPED population, Media Arts currently has a 52% minority student population with 2% English Language Learners: 10% First Nations students, 35% Hispanic, 5% African-American and 2% Asian. Also, the Language Learners: 10% First Nations students, 35% Hispanic, 5% African-American and 2% Asian. Also, the school has a FRLP of 53%. In an effort to help students navigate the barriers that impede equitable access in the areas of Math & Science (STEM), Media Arts is implementing the following: 1) Learning "The Media Arts Way" of survival skills Boot Camp for the first week of school, 2) Reimagining Project-Based Learning to level STEM skills with a focus on grade-level instruction, 3) Creating an enthusiastic STEM culture with the focus on Peer-Tutoring, MLSS strategies and

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Differentiated Instruction, 4) Communicating with parents and families regarding progress and learning opportunities in STEM and 5) Emphasizing STEM skills throughout the studio school environment which includes real-world, hands-on application of skills.

With the larger school community, Media Arts has organized professional development to realize SNBH and to better work with our increasing diverse population, realizing that PBL is the anchor for racial and social justice. Teachers and staff will be 1) Working with New Tech High via online training on supporting SPED students in a PBL environment, 2) Working with PED on the MLSS and UDL to ensure PBL continues to Differentiate Instruction, and 3) Working with the Buck Institute for Education (PBLWorks) to gain the knowledge and skills to support teachers in project implementation, based on PBL

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Coaching Cycle and aligned to Gold Standard PBL; to learn through a balanced blend of direct instruction, case study analysis, hands-on work, resource sharing, and peer collaboration and feedback; and to actively engage in developing a PBL Coaching Toolkit.

In essence, Media Arts focuses on the essential question: How do we build our programs around our students? As previously stated, the heart of the PBL process, and what steers student success and achievement. Essentially, the core foundation of the school.

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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://nmmediaarts.org/news-article/all-new-mexico-schools-closed-due-to-coronavirus/, MACCS - COVID-19 Reentry Guidebook</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>