

ARP Grant Application

2021-2022

DULCE INDEPENDENT SCHOOLS



Contact Information		Budget Table	
District	DULCE	ARP ESSER Award 2/3 rd Allocation	1368596.10
District Code	054	ARP ESSER Award 2/3 rd Debit	1368596.10
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	vabreu@dulceschools.com	ARP ESSER Award 1/3 rd Allocation	684298.05
Phone Contact	5757592902	ARP ESSER Award 1/3 rd Debit	684298.05
Application Status	Submit to State	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	Social Emotional Learning: The challenges we have encountered is that our school district is in a rural area and located on the Jicarilla Apache reservation. Our school population is 97% Native American and has a population that is 92% poverty level. Two of our 3 schools are CSI schools. We are identified as an F District. Attendance is a bid	273,719.22	The Dulce Independent School District is in a rural area and located on the Jicarilla Apache reservation. Our school population is 97% Native American and has a population that is 92% poverty level. 2 of our 3 schools are identified CSI. Peer Tutoring Program Components:	136,859.61

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concern in our schools where parent and grandparents have lived through boarding school trauma.
A commonly referenced framework developed by CASEL (2017) categorizes SEL skills across five major competencies. Teachers can support the development through SEL integration into content-area instruction.
<https://eric.ed.gov/?id=ED574862>

Understanding more about how students' mental health and wellbeing has been affected during the pandemic—including both the risk and protective factors—is critical, and efforts must be made to prioritize students' mental health both during and beyond the current pandemic.
SEL has particular relevance for disadvantaged groups (e.g., ELL, students with disabilities, students from low-income families or Native Americans who received limited support

The tutoring program is designed to support math interventions for all struggling students including the 17-20% of children with learning difficulties or identified as ELL.

By providing this tutoring program we will support student with gains on the learning loss due to Covid 19 epidemic. Tutors will be supporting 6th-12th grade Math. Using Reveal Math® This math program is built on contemporary academic research and designed so all your students can succeed in mathematics Peer Tutor Liaison will support student Tutors —Middle, and High School: The purpose for the Liaisons is to monitor the tutoring sessions, ensure close coordination with the math teacher, provide Intensive, ongoing training for tutors, support program by collecting data,

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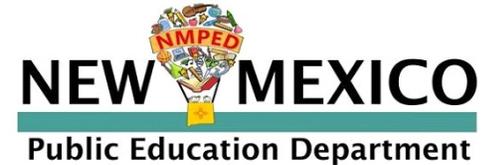
during the school closures. To address the widening inequalities between students, there is a need to tailor support to the holistic needs of students, alongside efforts to address inequalities between groups. Research illustrates that by adopting an interdisciplinary lens to integrate culturally relevant pedagogy (CRP) and culturally sustaining pedagogy (CSP) into SEL programs promotes student well-being and academic achievement across contexts. in the context of the ongoing COVID-19 pandemic is crucial. Research: SEL improves math achievement. SEL interventions have also been shown to improve performance and achievement in mathematics (DeLay et al., 2016; Jones et al., 2009). DeLay and associates, for example, conducted a relationship-building intervention in which students participated in 21 total activities across topics such as diversity and inclusion,

presenting data, and providing PD for the Tutors. Research: Increasingly, top education researchers agree that tutoring programs for students who lost ground over the last six months should be a top priority for federal investment. A report prepared by the Office of the Deputy Secretary, The Department of Education, DC. Planning and Evaluation Service, Corporation for National Service, Washington, DC. 2001-00-00 9p. found evidence that well designed tutoring programs work. <https://webnew.ped.state.nm.us/wp-content/uploads/2019/10/McGraw-Hill-Reveal-Math-Courses-I-III-Grades-6-8.pdf> Recent studies have used fall 2020 assessment data to measure the extent to which lost instructional time is affecting student

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problem-solving, critical thinking, and peer relationships. This intervention supports social and emotional learning by strengthening more positive peer influences in the classroom, reinforcing prosocial problem-solving strategies, and encouraging the resolution of divergent views. Through this intervention, students were found to be a more socially skilled group, allowing for peers to have greater influence over their fellow students' mathematical performance improvement. Using teacher-rated report grades from the first quarter (the pre-test measure) and the fourth quarter (the post-test measure), the authors found that as students developed skills by working together with others of varying ability levels, academic advances occurred.

<https://link.springer.com/article/10.1007/s11121-016-0678-8>

Programs that will be used to support our students: Program Components: We will be using

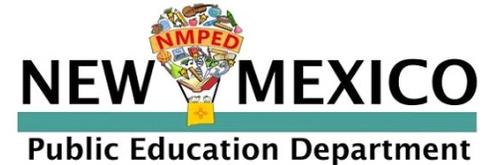
performance. A comparison of fall 2020 Northwest Evaluation Association (NWEA) Measures of Academic Progress Growth assessment data to fall 2019 data found that students in grades 3-8 performed similarly in reading to same-grade students in fall 2019, but about 5 to 10 percentile points lower in math. The Tutor Liaison will oversee the tutoring program and ensure it is designed to achieve an overall improvement, of the academic achievement of the DISD students. The Tutor Liaison will support teachers and students by:

1. Providing individual and small group student tutor training.
2. Establish and maintain positive relationships between the cooperating teacher, the tutor, and the administrator at each

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DBT Project Towards No Drug Abuse: TND – Project Towards No Drug Abuse (usc.edu) and DTB. Dialectical Behavior Therapy in Schools: <https://www.dbtinschools.com> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6263959/> Students' mental health and wellbeing are a pressing concern, which has become even more urgent in the context of the current crisis. The COVID-19 pandemic has brought the essential role of SEL into focus and has drawn attention to the need to take a more holistic approach to students' learning and development. <https://www.jstor.org/stable/41406311>

By contracting with SEL support specialists, who is familiar with the Jicarilla Apache community, we will be able to support all students in our schools and community. Our remote location and accessibility of our district on

school. 3. Assist student tutors, cooperating teachers, and other school personnel understand the expectations of the student tutor experience. 4. Facilitate the tutor's implementation of skills and strategies needed to begin his/her participation in the classroom. 5. Make regularly scheduled observation visits during the student tutor teaching placement. 6. Assist in professional growth and development of the tutor. 7. Observe tutor frequently and provide feedback. 8. Assist the tutor with problems he/she may be experiencing. 9. Hold conference with teacher and tutor to discuss success of each student 10. Design all required documentation, observation, and evaluation forms. 11. Monitor and organize tutor timecards and records for

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reservation land, it is very difficult to bring in support staff. We would like to contract with 3 SEL specialists to implement programs that encourage self-awareness and mindfulness, which may ultimately translate to more thoughtful and engaged citizens who feel a sense of duty to their communities. For example, the Social Justice Humanities Academy in Los Angeles uses councils as part of their school’s advisory classes to build community and create space for “the practice of listening and speaking from the heart. We would like to incorporate a similar approach to meet social emotional and mental health needs that is responsible to the trauma of COVID-19. Actively engaging students in meaningful and culturally and linguistically relevant learning experiences rooted in high academic expectations for all students including robust civics education that includes youth

DISD Program Evaluation
Program evaluation will be based on multiple outputs: student achievement, persistence, average daily attendance, and teacher/leader/student/parent satisfaction. Student growth in academics will be measured annually. Data will be collected quarterly and reviewed.
1 liaison per school (2 schools) to organize, assist in data analysis, and monitor tutoring. – Contract \$60,000. Per Liaison (2 liaison – 1 for each of 2 schools) for 37 weeks at 7.5 hours per day =
Total: 2 Tutoring Liaison X \$60,000 = \$120,000.
Supplies and Materials – additional teacher, tutor and student resources –
Total: \$16,859.61
Total \$136,859.61

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participatory action research and opportunities for activism on issues students care about and will benefit all students, and in particular has the potential to engage and uplift youth, students with disabilities, and those from low-income communities who face barriers to civic participation. The SEL specialist will Provide Social Emotional Learning Skill Building Program specific to each of 3 DISD school sites. Dulce High School: The SEL specialist will outline and initiate the comprehensive social emotional learning programming and skill building at each school. Dulce high School and Dulce Middle School have designed a Student Champion Success Program (SCSP), [Student Champion for Success Program (SCFS) will provide a proactive and responsive opportunity for students to experience other disciplinary methods for the purposes of giving proactive, progressive options for

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principals to implement in concert with DISD policy and must be trained in Dialectical Behavior Therapy in Schools and Project Towards No Drug Abuse (TND). The Contractor will implement social emotional learning program strategies to achieve an overall improvement, outlook, and behavioral change for the well-being of the DISD students. The social emotional learning curriculum will teach students to: 1. Set and achieve positive goals 2. Demonstrate care and concern for others 3. Establish and maintain positive relationships 4. Make responsible decisions 5. Handle interpersonal situations effectively 6. Increase attendance at school 7. Increase achievement 8. Decrease negative behaviors Program Evaluation Program evaluation will be based on multiple outputs: student achievement, persistence, average daily attendance, and teacher/leader/student/parent

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	<p>satisfaction. Student growth in social emotional learning competencies will be measured annually. Data will be collected quarterly and reviewed. 3 SEL Service Providers (1 at each school) Budget: Contract Service (3 SEL support specialist - one at each school) SEL specialist @ (80,000.) each X 3 = \$240,000.00 for 37 weeks Supplies and Materials \$33,719.22 Total: \$273,719.22</p>			
Activities to address the Social Emotional Needs of all students	Yes	273,719.22	No	
Activities to address the Academic Needs of all students	No		Yes	136,859.61
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		273,719.22		136,859.61

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>
<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 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</p>	<p>The Dulce Independent School District is in a rural area and located on the Jicarilla Apache reservation. Our school population is 97% Native American and has a population that is 92% poverty level. 2 of our 3 schools are identified CSI. Peer Tutoring Program Components: The tutoring program is designed to support</p>	<p>Assist our students who are sharing the housing of others due to loss of housing, economic hardship with school extracurricular activities resources, school supplies etc. Many of our students were displaced from their homes due to Covid 19 affecting their families and environments. Budget: These funds will help support student academic, SEL, and environmental</p>

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foster care).

math interventions for all struggling students including the 17-20% of children with learning difficulties or identified as ELL.

By providing this tutoring program we will support student with gains on the learning loss due to Covid 19 epidemic. Tutors will be supporting 3rd-12th grade Math. Using Reveal Math® This math program is built on contemporary academic research and designed so all your students can succeed in mathematics

Research: Increasingly, top education researchers agree that tutoring programs for students who lost ground over the last six months should be a top priority for federal investment.

A report prepared by the Office of the Deputy Secretary, The Department of Education, DC. Planning and Evaluation Service, Corporation for National Service, Washington, DC. 2001-00-00 9p. found evidence that well designed tutoring programs work.

<https://webnew.ped.state.nm.us/wp-content/uploads/2019/10/McGraw-Hill-Reveal-Math-Courses-I-III-Grades-6-8.pdf>

Recent studies have used fall 2020 assessment data to measure the extent to which lost instructional time is affecting student performance. A comparison of fall 2020 Northwest Evaluation Association (NWEA) Measures of Academic Progress Growth

needs. These may include clothing, school fees, materials, supplies etc. 1 year \$5,000.00

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assessment data to fall 2019 data found that students in grades 3-8 performed similarly in reading to same-grade students in fall 2019, but about 5 to 10 percentile points lower in math. Tutors will follow best practices: Researchers largely agree on the factors that generate the most consistent positive achievement for tutees is; (1) Close coordination with the math teacher; (2) Intensive and ongoing training for tutors; (3) Well-structured tutoring sessions in which the content and delivery of instruction is carefully scripted using hands on instruction; (4) Careful monitoring and reinforcement of progress; (5) Frequent and regular tutoring sessions, (6) Specially designed interventions for the 17-20% of children with severe learning difficulties.

<https://www.govinfo.gov/content/pkg/ERIC-ED464343/pdf/ERIC-ED464343.pdf>

Peer tutors are so much more effective than adult tutors: link to work with elementary school students found that tutees outperformed a randomly assigned control group of students who were not tutored and outperformed schools offering math labs or reading labs. [Madden, N.A., & Slavin, R.E.] <https://www.ejmste.com/download/peer-tutoring-and-academic-achievement-in-mathematics-a-meta-analysis-5265.pdf>

Program evaluation will be based on multiple outputs: student achievement, persistence, average daily attendance, and

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teacher/leader/student/parent satisfaction. Student growth in academics will be measured annually. Data will be collected quarterly and reviewed.

High School: 16 Tutors x \$20.00 per class x 4 days a week x 32 weeks (2-3 tutors per period) = \$40960

Middle School: 7 Tutors x \$15.00 per class x 6 periods x 32 weeks (2-3 tutors per period) = \$ 11,344.50

Total for Tutors=\$40,960

Professional Development for the tutors (Student teaching and management skills)

Total: \$25,076.67 Supplies and Materials 60,960.00

TOTAL:138,341.17

Activities to address the Social Emotional Needs of all students	No		No	
Activities to address the Academic Needs of all students	Yes	138,341.17	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”))	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	Yes	5,000.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		138,341.17		5,000.00

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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.

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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<p>Elementary and Secondary Education Act (ESEA)</p>	<p>Influence student learning loss by supporting the School Community/Partnership Committee and the Culture Competency Committee. These members will be working to write and produce grade level Culture Competencies. These competencies will be aligned with the common core standards. The NIEA and a Jicarilla Apache Culture specialist will direct and support committee members in implementing CLRE, This will create a supportive learning and working environment for community, family, staff, and students to grow and learn together. CLRE will be a school wide culture shift that will engage all levels and all aspects of the educational learning environment. This initiative will create safe, supportive learning environments by developing capacity in faculty and staff to understand the social/emotional and physical needs of our students. Budget: contract services Teaching Culture Competencies Framework aligned with standards 1 year \$50,000.00 Professional Development to ensure quality tutoring by the tutors</p>	<p>50,000.00</p>		<p>0.00</p>
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<p>Individuals with Disabilities Education Act (IDEA)</p>	<p>Project based Learning will support learning loss. Students will engage in a variety of interest-driven projects all with varying strategies and different schedules. These funds will provide for additional buses or school vehicles to accommodate student Covid restrictions. These funds will support transportation and travel costs, Internships, technology, and materials needed to support these Project Based Learning. Budget: \$50,000.00 per year X 2 years = \$100,000.00 This 2/3 allocation is for 1 year.</p>	<p>50,000.00</p>	<p>Project based Learning will support learning loss. Students will engage in a variety of interest-driven projects all with varying strategies and different schedules. These funds will provide for additional buses or school vehicles to accommodate student Covid restrictions. These funds will support transportation and travel costs, Internships, technology, and materials needed to support these Project Based Learning. Budget: \$50,000.00 per year X 2 years = \$100,000.00 This 1/3 allocation is for 1 year both equaling 2 years.</p>	<p>50,000.00</p>
<p>Adult Education and Family Literacy Act (AEFLA)</p>		<p>0.00</p>		<p>0.00</p>
<p>Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)</p>	<p>Both 2/2 and 1/3 are in this calculation: In order to benefit our students and recent graduates set back by the Covid year, we are going to use these funds to enhance our students job opportunities by employing clear paths for high school students and recent graduates, offering meaningful training, mentoring, post-secondary credits leading to a certificate/AA and career-development opportunities. We will also provide CTE through all grade levels including elementary schools. Career and Technical Education (CTE) should start in elementary school.</p>	<p>134,000.00</p>	<p>Both 2/2 and 1/3 are in this calculation: In order to benefit our students and recent graduates set back by the Covid year, we are going to use these funds to enhance our students job opportunities by employing clear paths for high school students and recent graduates, offering meaningful training, mentoring, post-secondary credits leading to a certificate/AA and career-development opportunities. We will also provide CTE through all grade levels including elementary schools. Career and Technical Education (CTE) should start in elementary school.</p>	<p>20,000.00</p>

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We will create clubs that connect students to interests they already know they have. But more importantly, clubs that connect students to interests they don't know they have yet; Art Club, Cooking Club, Career, and technical education in elementary school benefits our system!

and Environmental Club among others. As educators, we have the opportunity to build CTE skills even from the youngest age. It will be a huge benefit to our community to make these connections and show students the variety of opportunities available to them as they get older and begin making career path choices!

In order to benefit our students and recent graduates set back by the Covid year, we are going to use these funds to enhance our students job opportunities by employing clear paths for high school students and recent graduates, offering meaningful training, mentoring, post-secondary credits leading to a certificate/AA and career-development opportunities.

We will also provide CTE through all grade levels including elementary schools. Career and Technical Education (CTE) should start in elementary school.

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In order to benefit our students and recent graduates set back by the Covid year, we are going to use these funds to enhance our students job opportunities by employing clear paths for high school students and recent graduates, offering meaningful training, mentoring, post-secondary credits leading to a certificate/AA and career-development opportunities.

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	<p>interests they already know they have. But more importantly, clubs that connect students to interests they don't know they have yet; Art Club, Cooking Club, Career, and technical education in elementary school benefits our system! and Environmental Club among others. As educators, we have the opportunity to build CTE skills even from the youngest age. It will be a huge benefit to our community to make these connections and show students the variety of opportunities available to them as they get older and begin making career path choices! Budget: Career Fairs, Dual Credit, Pathway students, Concurrent enrollment, CTE including Elementary and Middle School CTE Initiatives</p> <ul style="list-style-type: none"> Transport \$40,000.00 Supplies & Materials \$37,000.00 1 year \$77,000.00 2 years \$154,000.00 		<p>interests they already know they have. But more importantly, clubs that connect students to interests they don't know they have yet; Art Club, Cooking Club, Career, and technical education in elementary school benefits our system! and Environmental Club among others. As educators, we have the opportunity to build CTE skills even from the youngest age. It will be a huge benefit to our community to make these connections and show students the variety of opportunities available to them as they get older and begin making career path choices! Budget: Career Fairs, Dual Credit, Pathway students, Concurrent enrollment, CTE including Elementary and Middle School CTE Initiatives</p> <ul style="list-style-type: none"> Transport \$40,000.00 Supplies & Materials \$37,000.00 1 year \$77,000.00 2 years \$154,000.00 	
		234,000.00		70,000.00

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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	Purchase Supplies and Material to maintain safety guidelines around Covid 19.	149,670.76	Purchase Supplies and Material to maintain safety guidelines around Covid 19.	60,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Support to purchase or repair a new ventilation system for the Middle School All-purpose use facility. Activity levels are a risk to our students' health and also has a negative impact on social emotional wellbeing. Through 6 months out of the school year the inclement weather requires students to be indoors. Our middle school students will not have an indoor facility to support their mental health through active participation of exercise because the ventilation system does not meet the requirements for safety concerns regarding Covid19 requirements.	400,000.00	Support to purchase or Repair a new ventilation system for the Middle School All purpose use facility Activity levels are a risk to our students' health and also has a negative impact on tlimates our middle school students will not have an indoor facility to support their mental health through active participation of exercise. Our Ventilation system does not meet the requirements for Covid safety.	100,000.00
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00

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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
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		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		
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00

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Addressing learning loss	We will use a bus driver and Diesel to provide transportation to and from the schools to support the tutors. Supplies and Materials to support both Reval Math, SEL (DBT and TND) programs . PD to support both programs Tutoring and SEL	86,206.00		
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			Although virtual connections have been instrumental throughout pandemic teaching, they've also exposed the larger digital divide between student opportunity and achievement beyond the four walls of a classroom. By putting a device in every child's hand and providing Wi-Fi alone doesn't bridge the digital divide, therefore we are going to use these funds to contract with 3 technicians, one for each school site, to leverage software programs and technology to Support Students' and Teachers' Needs ('tech equity'). The rapid switch to technology means that everyone needs to move from just consuming and sampling new technology to a true application and reliance on digital tools to transfer learning. Focusing on tech equity in virtual and in-person instruction strengthens 21st-century skills. Continuous learner-centered design will help us build upon tech	240,000.00

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			<p>equity advances so that we can unite all learners through inclusion and access for success. By contracting with technicians and software specialist we will be able to leverage technology to support all students’ needs—and teach teachers how best apply instructional design through culturally responsive teaching to assist learner-centered modalities.</p> <p>Budget: (Contract Service) 3 Technicians and software specialist (1 for each site). Contract: \$80,000.00 each DHS & DMS, DES.</p> <p>1 year \$240,000.00</p>	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.			Working closely with the Jicarilla Apache Council will ensure adequate alignment with tribal requirements around Covid needs	29,108.96
Sub Totals		635,876.76		429,108.96

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	9/1/2021	9/8/2021	9/10/2021

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Families	9/8/2021	9/8/2021	9/9/2021
School and district administrators (including Special Education administrators)	9/1/2021	9/2/2021	9/20/2021
Teachers	9/1/2021	9/20/2021	9/6/2021
Principals	9/1/2021	9/6/2021	9/21/2021
School leaders	9/1/2021	9/6/2021	9/21/2021
Other educators	9/1/2021	9/6/2021	9/21/2021
School support personnel	9/1/2021	9/6/2021	
Unions	9/6/2021		9/21/2021
Tribes(if applicable)	9/6/2021	9/20/2021	9/1/2021
Civil rights organizations (including disability rights organizations)	9/21/2021	9/6/2021	
Superintendents	9/1/2021	9/20/2021	9/21/2021
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	9/1/2021	9/6/2021	9/21/2021
English learners	9/1/2021	9/6/2021	9/21/2021
Children experiencing homelessness	9/6/2021		9/20/2021
Children in foster care	9/20/2021	9/21/2021	
Migratory students	9/20/2021	9/21/2021	
Children who are incarcerated	9/22/2021	9/10/2021	
Other underserved students	9/6/2021	9/6/2021	

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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	Yes	684,298.05	6.76	1.0676	0.00	43,329.48	684,298.05	640,968.57
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	1,368,596.10	6.76	1.0676	0.00	86,658.95	1,368,596.10	1,281,937.15

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:</p>	<p>The challenges we have encountered is that our school district is in a rural area and located on the Jicarilla Apache reservation. Our school population is 97% Native American and has a population that is 92% poverty level. Our school district has followed the guidelines of the tribe</p>

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<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

GEPA Rubric

A satisfactory answer

- 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

May require revision

- 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

and have closed activities and schools according to the community needs. At times the reservation was on lock-down. Our students had limited technology connectivity and often live with elderly (grandparents) family member. By addressing the learning loss and increasing opportunities for students to recover from participating in CTE opportunities, as well as ensuring safety of all students we have developed a plan to support our students and community. Our teachers experienced a different type of social dynamics; students had difficulty presenting themselves effectively online. We will address this by having a wellness liaison at each school site that will support students to actively participate. Due to lack of training and or access, students have limited knowledge of technology use. Teachers also need professional development in using technology and digital media in the classroom. Since there was very little access to computer connectivity on the reservation, teachers rarely used technology or software programs as part of the student curriculum. We are addressing both student and teacher concerns with effective experience when integrating technology and digital media in the classroom by providing a technician at each school site to provide support for all students, families and teachers experiencing technology concerns including software inefficiencies. Our buildings are not

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	meeting covid ventilation requirements and therefore hope to address this issue with these funds.	
<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(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>	True	
<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>	True	

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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.dulceschools.com/cms/lib/NM02211120/Centricity/Domain/4/DISD%20Reentry%20Plan.pdf , DISD Reentry Plan	
Second Posting (if needed*)	https://www.dulceschools.com/site/handlers/filedownload.ashx?moduleinstanceid=1724&dataid=4560&FileName=LEA%20Safe%20Return%20Plan.pdf , LEA Safe Return Plan	
Third Posting (if needed*)		

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Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
Seventh Posting (if needed*)		
Eighth Posting (if needed*)		
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
DULCE	10/25/2021	https://www.dulceschools.com/site/handlers/filedownload.ashx?moduleinstanceid=1724&dataid=3543&FileName=ARP%20Application%2010%2028%2021.pdf , Dulce Independent School District Web Site