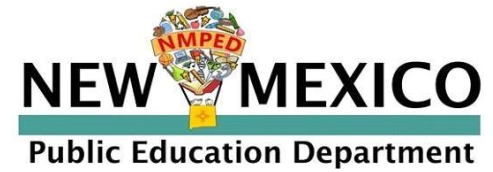


# ARP Grant Application

2021-2022



CENTRAL CONSOLIDATED SCHOOLS

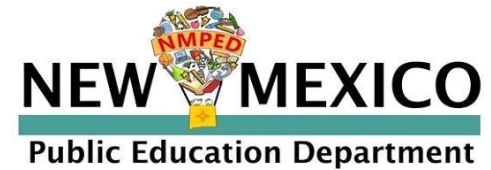
| Contact Information |                          |
|---------------------|--------------------------|
| District            | CENTRAL CONS.            |
| District Code       | 067                      |
| District Type       | State District           |
| Email Address       | deheb@centralschools.org |
| Phone Contact       | 5053685163               |
| Application Status  | Submit to State          |

| Budget Table                      |             |
|-----------------------------------|-------------|
| ARP ESSER Award 2/3 rd Allocation | 14037359.93 |
| ARP ESSER Award 2/3 rd Debit      | 14037359.93 |
| ARP ESSER Award 2/3 rd Balance    | 0.00        |
| ARP ESSER Award 1/3 rd Allocation | 7018679.96  |
| ARP ESSER Award 1/3 rd Debit      | 7018679.96  |
| ARP ESSER Award 1/3 rd Balance    | 0.00        |

| Reserve Funds 20 % |   |                           |  |                          |
|--------------------|---|---------------------------|--|--------------------------|
|                    | Narrative Response Directions:<br>-Please be specific to how these funds will meet the needs of underrepresented student groups.<br>Narrative1: | <b>20 % of 2/3 Amount</b> | Narrative Response Directions:<br>-Please be specific to how these funds will meet the needs of underrepresented student groups. | <b>20% of 1/3 Amount</b> |

# ARP Grant Application

2021-2022

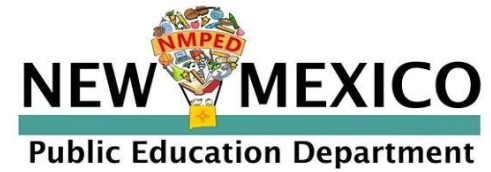


## CENTRAL CONSOLIDATED SCHOOLS

|  |   |                     |  |                     |
|--|---|---------------------|--|---------------------|
| <p>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, <b>and</b> academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).</p> | <p>Current BOY data indicate that between 60-90% of our students require intensive intervention. Due to this, CCSD curriculum and instruction department will work collaboratively with consultants to provide support for principals and school staff in reaching full implementation of Layer 1 elements of the MLSS framework. Through this work, CCSD will recover student learning loss by adequately addressing the elements of Layer 1, including differentiated small group instruction, relevant, real-world problem-based learning (1.3); leveraging the work of teacher teams to utilize data for problem-solving (1.4), utilizing universal supports and resources to reinforce student learning (1.5), utilizing formative and summative assessments to leverage learning (1.6), and providing culturally relevant learning (1.8)and the</p> | <p>2,807,471.99</p> | <p>(C/I) CCSD Curriculum and Instruction department will be working collaboratively with PAX (elementary schools), and will consult with SEL programs to provide PD and programmatic services to schools to provide training to teachers, school and district administrators in student engagement and hands on strategies for overcoming challenges through working with the physical environmental setting, working with students during Covid-19 Pandemic to develop skills needed in self resiliency, coping with loss and grief and dealing with the stresses accompanied with crisis situations. Health and Wellness department will hire (3) Sports Psychology Specialists to support student athletes who suffered out of school</p> | <p>1,403,735.99</p> |
|--|---|---------------------|--|---------------------|

# ARP Grant Application

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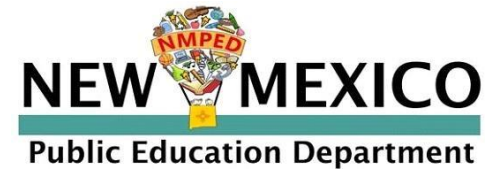


## CENTRAL CONSOLIDATED SCHOOLS

|  |  |  |  |
|--|--|--|--|
|  | <p>competencies of SEL that support Maslow’s Hierarchy of needs so that students can effectively access learning (1.9). Our focus on Layer 1 strategies and supports will allow us to effectively identify which students need to be moved to layers 2 and 3 for additional support. C/I department will contract with Guest Speakers (\$50,000) specializing in Covid-19 Pandemic impacts on students; ICO department will contract services with guest speakers to provide Parent Education in social emotional learning; (ICO) Project Safety Net - will also provide support for families, students and staff through wellness, cultural speakers, parental support of parent partnerships, cultural perspective (\$20,000 contracts); supplies and materials (\$2000); subscriptions, webinars for parents how to cope in response to Covid-19 (\$6,000).</p> |  | <p>time crisis and grief while not able to engage in sports activities; C/I department will contract with Guest Speakers specializing in Covid-19 Pandemic impacts on students; ICO department will contract services with guest speakers to provide Parent Education in social emotional learning;Supplies and resources will be purchased for teachers activities centered around team building, along with the needed supplies for parents and families during the PD. (ICO) Project Safety Net - will also provide support for families, students and staff through wellness, cultural speakers, parental support of parent partnerships, cultural perspective ; supplies and materials ; subscriptions, webinars for parents how to cope in response to</p> |
|--|--|--|--|

# ARP Grant Application

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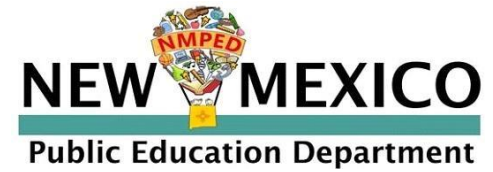


## CENTRAL CONSOLIDATED SCHOOLS

|  |  |   |  |
|--|--|---|--|
|  | <p>(CESDP- Highlands University); student and parent leadership development (\$70,000); supplies/materials (\$2,000).CCSD Project Safety Net - Social and Safety Net Coordinator will provide the following: Biweekly Cultural Speaker series focused on social emotional learning, engaging, and motivation. This is for students and parents to develop and strengthen strategies, techniques and better understanding cultural awareness, inclusion and resilience. Throughout the year, the Wellness Initiative will provide students, parents, grandparents, families and staff with strategies, webinars, presentations and materials to help inspire learning, coping skills, as well as provide cultural wellness topics for social, emotional, physical, spiritual and environmental holistic well-being. Yearly subscriptions for webinars, culturally relevant workshops, conferences, magazines,</p> | <p>Covid-19 . (CESDP- Highlands University); student and parent leadership development; supplies/materials. Project Safety Net - Social and Safety Net Coordinator will provide the following: Biweekly Cultural Speaker series focused on social emotional learning, engaging, and motivation. This is for students and parents to develop and strengthen strategies, techniques and better understanding cultural awareness, inclusion and resilience. Throughout the year, the Wellness Initiative will provide students, parents, grandparents, families and staff with strategies, webinars, presentations and materials to help inspire learning, coping skills, as well as provide cultural wellness topics for social, emotional,</p> |  |
|--|--|---|--|

# ARP Grant Application

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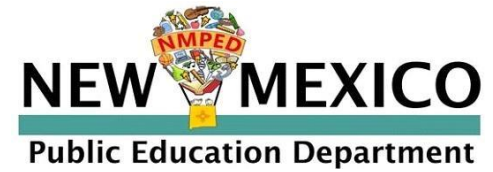


## CENTRAL CONSOLIDATED SCHOOLS

|  |  |  |  |  |
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|  | <p>newsletters and culturally relevant online sites for holistic wellness will be offered for connections, access and strategy building for students and parents. Student and parent leadership will be implemented monthly by having parents lead discussions, attend training for parent roles, responsibilities and leadership development. Student and Parent workshops and conferences will be implemented to reinforce family unity and parental involvement. C&amp;I will contract with Restorative Solutions to provide professional development for 20 high school counselors and teachers in restorative practices. CCSD Critical Friends will receive a stipend for training and support of SEL practices within the classroom and beyond the school. The critical friends will provide PD and support for other teachers, for implementing the best practices of</p> |  | <p>physical, spiritual and environmental holistic well-being. Yearly subscriptions for webinars, culturally relevant workshops, conferences, magazines, newsletters and culturally relevant online sites for holistic wellness will be offered for connections, access and strategy building for students and parents. Student and parent leadership will be implemented monthly by having parents lead discussions, attend training for parent roles, responsibilities and leadership development. Student and Parent workshops and conferences will be implemented to reinforce family unity and parental involvement.</p> |  |
|--|--|--|--|--|

# ARP Grant Application

2021-2022

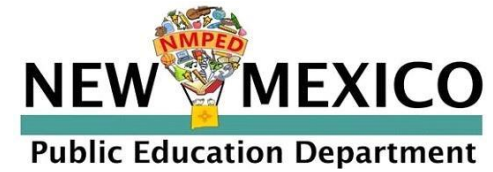


## CENTRAL CONSOLIDATED SCHOOLS

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>research-based SEL, along with the principles of engaging families in social-emotional learning practices for the betterment of the entire school community. Incorporating embedded movement in the classrooms; training and materials; "busy" hallways; outdoor classrooms to increase social distancing opportunities. Offer cultural content and bring in professional speakers/presenters for coping strategies for students. Create social networks. Due to the effect of Covid on students and parents the food pantry assists students in need who are identified by the schools/ school counselors and helps supply the necessary items for the weekend for students; C&amp;I will provide transportation for students from low income families to attend after school learning activities, in order to recover the learning loss caused by the pandemic; Safety Net Coordinator and</p> |  |  |  |
|--|---|--|--|--|

# ARP Grant Application

2021-2022

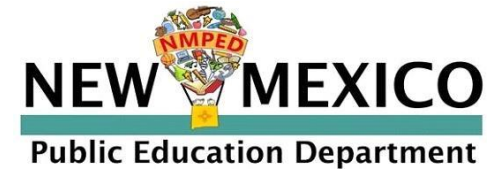


## CENTRAL CONSOLIDATED SCHOOLS

|   |   |            |     |            |
|---|---|------------|-----|------------|
|   | ICO staff will provide continued assistance to students/parents in need of holistic wellness; including food box, gently used clothing, which need to be washed and dried for distribution. Food boxes, which may be fresh foods that need to be stored in a refrigerator or freezer. Safety Net Coordinator and ICO staff will provide continued services to students who are in need of support while attending school. |            |     |            |
| Activities to address the Social Emotional Needs of all students  | Yes   | 555,000.00 | Yes | 125,000.00 |
| Activities to address the Academic Needs of all students  | Yes   | 257,722.00 | Yes | 100,000.00 |
| Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:      | Yes   | 313,000.00 | No  | 310,000.00 |
| 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   | Yes   | 600,000.00 | Yes | 707,335.99 |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")) | Yes   | 404,750.00 | Yes | 100,150.00 |

# ARP Grant Application

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## CENTRAL CONSOLIDATED SCHOOLS

|   |     |                     |     |                     |
|---|-----|---------------------|-----|---------------------|
| English learners  | Yes | 297,999.90          | Yes |                     |
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender) | Yes | 250,000.09          | Yes | 20,500.00           |
| Migratory students  | Yes | 44,000.00           | Yes | 5,000.00            |
| Students experiencing homelessness  | Yes | 50,000.00           | Yes | 25,000.00           |
| Children and youth in foster care   | Yes | 35,000.00           | Yes | 10,750.00           |
| <b>Sub Totals</b>   |     | <b>2,807,471.99</b> |     | <b>1,546,400.00</b> |

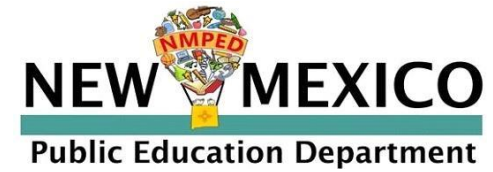
### Additional Reserve Funds (Optional)

|  |  |  |
|--|--|--|
|  | <p>Narrative Response Directions:<br/>-Please be specific to how these funds will meet the needs of underrepresented student groups.<br/>Narrative1:</p>   | <p>Narrative Response Directions:<br/>-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 foster care).</p> | <p>CCSD curriculum and instruction department will work collaboratively with consultants to provide support for principals and school staff in reaching full implementation of Layer 1 elements of the MLSS framework. Through this work, CCSD will recover student learning loss by adequately addressing the elements of Layer 1, including differentiated small group instruction, relevant, real-world problem-based learning (1.3); leveraging the work of teacher teams to utilize data for problem-solving (1.4), utilizing universal</p> |  |



# ARP Grant Application

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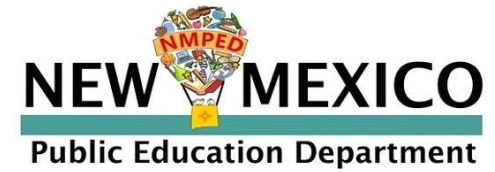


## CENTRAL CONSOLIDATED SCHOOLS

|   |   |            |    |      |
|---|---|------------|----|------|
|   | supports and resources to reinforce student learning (1.5), utilizing formative and summative assessments to leverage learning (1.6), and providing culturally relevant learning (1.8), and the competencies of SEL that support Maslow's Hierarchy of needs so that students can effectively access learning (1.9) |            |    |      |
| Activities to address the Social Emotional Needs of all students  | Yes   | 349,412.77 | No |      |
| Activities to address the Academic Needs of all students  | Yes   | 200,000.00 | No |      |
| Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:      | No  | 0.00       | No | 0.00 |
| Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)                               | No  | 0.00       | No | 0.00 |
| Students from low-income families   | No  | 0.00       | No | 0.00 |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")) | No  | 0.00       | No | 0.00 |
| English learners  | No  | 0.00       | No | 0.00 |
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender)   | No  | 0.00       | No | 0.00 |
| Migratory students  | No  | 0.00       | No | 0.00 |
| Students experiencing homelessness  | No  | 0.00       | No | 0.00 |
| Children and youth in foster care   | No  | 0.00       | No | 0.00 |

# ARP Grant Application

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CENTRAL CONSOLIDATED SCHOOLS

|                   |  |                   |  |             |
|-------------------|--|-------------------|--|-------------|
| <b>Sub Totals</b> |  | <b>549,412.77</b> |  | <b>0.00</b> |
|-------------------|--|-------------------|--|-------------|

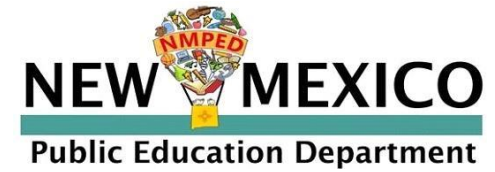
## Activities to Address Needs

**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. | <b>2/3 Amount Allocations</b> |               | <b>1/3 Amount Allocations</b>   |               |
|   | <b>Narrative</b>              | <b>Amount</b> | <b>Narrative</b>  | <b>Amount</b> |
| Elementary and Secondary Education Act (ESEA)   |                               |               | C&I will support students to recover learning loss, and provide enrichment, through the implementation of after school and summer school programming, above and beyond what is already provided. Funds will pay for teacher and support staff salaries and benefits, transportation to enrichment activities, entry fees for enrichment activities, materials for afterschool and summer school activities. | 1,000,000.00  |
| Individuals with Disabilities Education Act (IDEA)  |                               | 0.00          |   | 0.00          |

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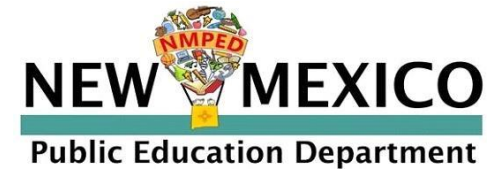
## CENTRAL CONSOLIDATED SCHOOLS

|  |  |      |              |
|--|--|------|--------------|
| Adult Education and Family Literacy Act (AEFLA)                          |  |      |              |
| Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE) |  |      |              |
|  |  | 0.00 | 1,000,000.00 |

| Response Efforts - COVID 19  |                             |                             |
|--|-----------------------------|-----------------------------|
| <p><b>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</b></p> | <p><b>ARP ESSER 2/3</b></p> | <p><b>ARP ESSER 1/3</b></p> |

# ARP Grant Application

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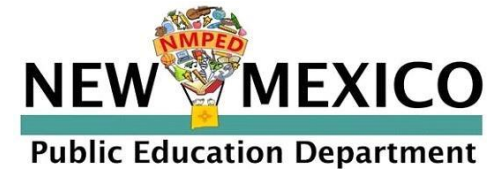


## CENTRAL CONSOLIDATED SCHOOLS

| explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.               |   |              |   |              |
|---|---|--------------|---|--------------|
|   | Narrative   | Amount       | Narrative   | Amount       |
| Training and professional development on sanitizing and minimizing the spread of infectious diseases                        | CCSD will proceed with an RFP/bid process to build a central storage warehouse that stores all of our COVID-19 flammable cleaning supplies, sanitizers and disinfectants. We will also house training classrooms in the same building to train all 900+ employees on COVID-19 safe cleaning practices. (\$1,900,000.00).  | 1,273,000.00 | Build a central storage warehouse that stores all of our COVID-19 flammable cleaning supplies, sanitizers and disinfectants. We will also house training classrooms in the same building to train all 900+ employees on COVID-19 safe cleaning practices. (\$1,900,000.00).   | 627,000.00   |
| Purchasing supplies to sanitize and clean the LEA's facilities  | Through the COVID-19 pandemic we have a need to outsource professional cleaning companies to help sanitize and disinfect our facilities as needed in the prevention/mitigation of the spread of COVID-19. (\$487,601.60)  | 326,693.27   | Through the COVID-19 pandemic we have a need to outsource professional cleaning companies to help sanitize and disinfect our facilities as needed in the prevention/mitigation of the spread of COVID-19. (\$487,601.60)  | 160,908.33   |
| Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards | Covid-19 mandates have restricted classroom sizes and encourages outdoor learning spaces. These requested improvements are in line with the state PED guidelines to provide safe outdoor learning spaces. Included in the request is to update our HVAC systems and include the UV lighting for cleaner safer air quality environment for students and staff. Due to this continuation of traffic | 2,005,540.00 | Covid-19 mandates have restricted classroom sizes and encourages outdoor learning spaces. These requested improvements are in line with the state PED guidelines to provide safe outdoor learning spaces. Included in the request is to update our HVAC systems and include the UV lighting for cleaner safer air quality environment for students and staff. | 1,125,000.00 |

# ARP Grant Application

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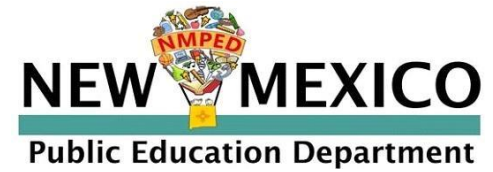


## CENTRAL CONSOLIDATED SCHOOLS

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|--|--|--|--|--|
|  | <p>flow at Shiprock High School, this area needs to be repaved. (\$300,000.00). Due to the remoteness of our school sites and the amount of food delivery and grab and go sites we have needed to up our food storage supply at KEL, KMS, KCHS, NIZ, MESA, Eva B and Ojo. (\$500,000.00). Message kiosks boards at all of our school sites will be utilized to communicate with students, staff and surrounding community members on important up to date information on COVID-19 updates, closures, testing sites etc. (\$325,000.00). All funds will be used to secure each outside entry door at all CCSD Elementary, Middle and High Schools. This locking system provides more control and tracking technology for who is allowed entry into the buildings. This is a safer system for COVID-19 procedures allowing entry into only designated areas at each site. The system will be designed to allow for future access controls to be installed for inside doors at each facility when additional funding is available. Through this COVID-19 Pandemic we have needed to deliver meals, food and state supplies to students/staff throughout the reservation. Warehouse - four staff</p> |  | <p>Due to this continuation of traffic flow this area needs to be paved. (\$300,000.00). Due to the remoteness of our school sites and the amount of food delivery and grab and go sites we have needed to up our food storage supply at KEL, KMS, KCHS, NIZ, MESA, Eva B and Ojo. (\$500,000.00). Message kiosks boards at all of our school sites will be utilized to communicate with students, staff and surrounding community members on important up to date information on COVID-19 updates, closures, testing sites etc. (\$325,000.00).</p> |  |
|--|--|--|--|--|

# ARP Grant Application

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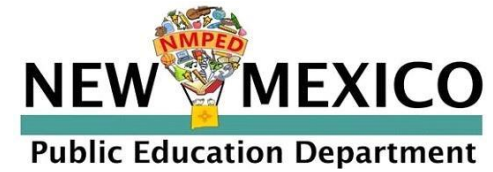


## CENTRAL CONSOLIDATED SCHOOLS

|                              |   |            |  |  |
|------------------------------|---|------------|--|--|
|                              | to support the dissemination of supplies and good received as a response to Covid 19 systems (\$880,540.00)   |            |  |  |
| Improving indoor air quality | <p>Ultraviolet light air filtrations systems will be installed in school cafeterias where students will be unmasked and gathered in larger groups. Bluezone cabinets will be installed in those schools with HVAC systems that cannot be retrofitted with UV lights. Ultraviolet (UV) rays are part of sunlight. Studies show that UV light can be used to kill airborne COVID-19 particles and disinfect surfaces. For this reason, some hospitals, schools, subways, and other public locations are using UV light to help disinfect areas and filter air. Bluezone UV air filtration systems clean the air more efficiently by pulling air from multiple locations within our cafeterias filtering out any virus particles that may exist. (\$70,000.00) UV lights will need to be replaced after 8,800 hours of operation or 1 year of continuous operation. (\$62,100.00). Retro fit current HVAC systems with UV light at KCHS, KEL, SHS, JN, OJO, NIZ, CP, Naschitti, Mesa and Newcomb Mid to help filter and disinfect the air for COVID-19. We need approximately 66</p> | 767,700.00 |  |  |

# ARP Grant Application

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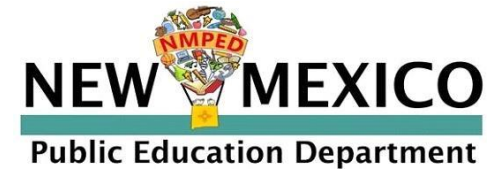


## CENTRAL CONSOLIDATED SCHOOLS

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|---|--|-----------|--|-----------|
|   | <p>UV retrofit units at \$9,000.00. (\$594,000.00) (Athletics Dept.) Portable SteriLaster units in all sports gyms to aid in the prevention of Covid-19 Virus. This unit cleans and purifies the air specifically where there is added physical activity (17 units @ \$2,000/ea = \$34,000). As a response to Covid-19, 79 buses will be retrofitted with AC in order to help prevent the spread of respiratory droplets. \$7600.00 ea</p>   |           |  |           |
| <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>Community survey data conducted through the Graduate Profile program indicate families would like more help with career exploration. Due to the effects of COVID students at risk have fallen further behind. Community responses request additional support for students to strengthen their need and the importance of attending school and obtaining an education that will promote career exploration. As a result of the surveys, CCSD is planning events for Pre K- 12 planned for the month of November to promote career exploration.</p> | 61,523.64 | <p>Community survey data conducted through the Graduate Profile program indicate families would like more help with career exploration. Due to the effects of COVID students at risk have fallen further behind. Community responses request additional support for students to strengthen need and the importance of attending school and obtaining an education that will promote career exploration. As a result of the surveys, CCSD is planning events for Pre K- 12 planned for the month of November to promote career exploration.</p> | 38,476.36 |
| <p>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs</p>  |  |           |  |           |

# ARP Grant Application

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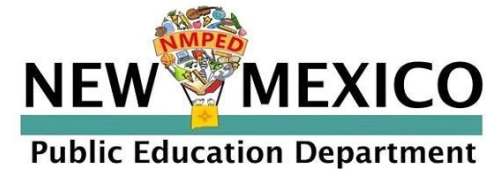
## CENTRAL CONSOLIDATED SCHOOLS

|  |  |              |  |            |
|--|--|--------------|--|------------|
| Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning   | Partnering with companies to provide internet service for families lacking service: choice, internet access.   | 335,000.00   | Due to the remoteness of our school sites and the amount of food delivery and grab and go site we have needed to up our food storage supply at KEL, KMS, KCHS, NIZ, MESA, Eva B and Ojo. We need to upgrade the freezers and coolers at these sites to maintain fresh food for our students. | 165,000.00 |
| 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 <b>(see above for additional requirements for this activity)</b> | Purchasing chromebooks, Macbooks and laptops needed for remote learning and other resources such as hotspots, software and online resources needed for students to continue learning in at-home settings due to closures. Devices will replace those used during Covid-Pandemic with school closure that were lost, broken or unrepairable. Devices are used for closing educational gaps with intervention completing needed homework and assignments for addressing learning loss. | 1,670,000.00 |  | 0.00       |
| Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors  | Youth Mental Health First Aid Training for all Staff; Outsource in Farmington, Stipend for Crisis Hotline  | 100,000.00   |  | 0.00       |
| Planning and implementing activities related to summer learning and supplemental after-school programs   |  | 0.00         |  |            |
| Addressing learning loss   |  | 0.00         |  | 0.00       |



# ARP Grant Application

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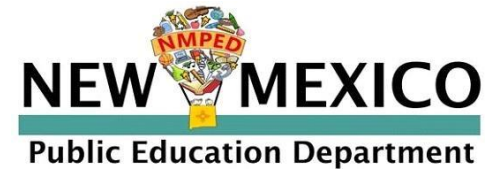


## CENTRAL CONSOLIDATED SCHOOLS

|  |   |                     |  |                     |
|--|---|---------------------|--|---------------------|
| <p>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</p> | <p>Additional Clerical/Specialist employees will work with 1. COVID positive case reporting for employees and students. Reporting to NMPED, Navajo Nation Environmental department and Navajo Nation government. 2. keeping track of vaccine cards. 3. Sending out links and notices to 200 unvaccinated employees and following up on the results for the weekly tests. Preparing additional NMPED reports to forward to the data department to be reported with students data weekly. 4. Positivity reports for the website and the School Board. 5. Recruiting of teachers and staff on National Recruiting Boards such as Indeed.com. preparing and reporting potential incentive programs. Running additional background checks to create a larger sub pool for the national shortage. Health and Wellness Specialists will assist with the many COVID leaves and reporting on FMLA documents and ADA accommodations. 2. Monthly Health newsletters with tips for healthy eating and exercise. 3. Apply for any health and wellness grant that might be available like the Mini-Grant that was applied for this year. The employees that have had COVID and considered "long haulers" need</p> | <p>1,450,000.00</p> | <p>Hazard Pay for staff (\$1,600,000.00) who have continued to work for CCSD despite the growing numbers of Covid-19 with new variant of the Navajo Reservation as well as district schools.<br/>Additional substitutes (17 @ \$20,000 per substitute) for each school site, to provide additional coverage for teachers and staff in need of absences due to Covid exposure as well as for continuity of staff with student instruction. each school to</p> | <p>1,940,000.00</p> |
|--|---|---------------------|--|---------------------|

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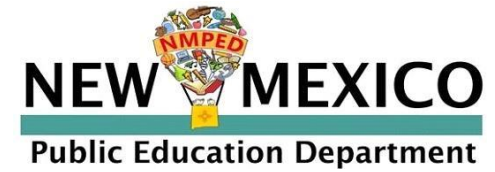


## CENTRAL CONSOLIDATED SCHOOLS

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|--|--|--|--|--|
|  | <p>employer programs to help them get back on their feet. 4. Collaborate with other departments such as Intercultural Outreach and support Services that have resources and programs for the community, students that may apply to employees. 5. Be the Health and Wellness Ambassador for the New Mexico Public School Insurance Authority bring free programs and webinars that are distributed to employees electronically. The Employee Assistance Program will require three quotes and the best one for the employees will be chosen. Some of the issues the EAP program will be able to provide Resources for are Counseling, homelessness, loss of job, bereavement, retirement planning, Drug and Alcohol abuse, hunger all related to the pandemic. With half of the employees having been touched by COVID personally or by close contact there is a lot of recovery needed as a district. C&amp;I will hire one district-level Coach of Educational Technology to assist with online learning and educational technology (\$150,000/year for 2 years) ; C&amp;I will pay a stipend to five online learning support teachers through Critical Friends program (\$30,000), who</p> |  |  |  |
|--|--|--|--|--|

# ARP Grant Application

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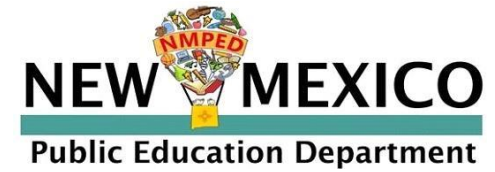
## CENTRAL CONSOLIDATED SCHOOLS

|   |  |                      |  |                     |
|---|--|----------------------|--|---------------------|
|   | will share responsibility for teaching and supporting our virtual learners, who have not returned to school due to the ongoing pandemic. Physical Plan is in need of vehicles to respond to repairs and renovation activities of schools with maintenance in response to Covid-19 prevention and as a response to needed repairs in compliance. Therefore, Business Office, Physical Plant and Warehouse are in need of 4 Staff to support the dissemination of supplies and goods received for Covid-19 systems (250,000) |                      |  |                     |
| Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19. |  | 600,400.00           |  |                     |
| <b>Sub Totals</b>   |  | <b>10,077,131.12</b> |  | <b>4,170,682.94</b> |

| Program Consultation   |                   |                   |                   |
|--|-------------------|-------------------|-------------------|
| To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups: | Date(s) Consulted | Date(s) Consulted | Date(s) Consulted |
| Students   | 8/6/21            | 9/28/21           | 10/1/21           |
| Families   | 8/6/21            | 9/28/21           |                   |
| School and district administrators (including Special Education administrators)                        | 8/6/21            | 9/28/21           | 10/1/21           |

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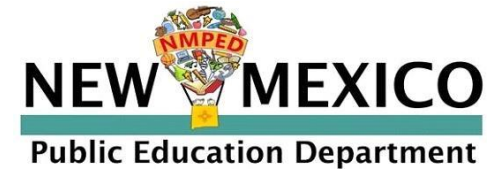


## CENTRAL CONSOLIDATED SCHOOLS

|  |        |         |         |
|--|--------|---------|---------|
| Teachers   | 8/6/21 | 9/28/21 | 10/1/21 |
| Principals   | 8/6/21 | 9/28/21 | 10/1/21 |
| School leaders   | 8/6/21 | 9/28/21 | 10/1/21 |
| Other educators  | 8/6/21 | 9/28/21 | 10/1/21 |
| School support personnel   | 8/6/21 | 9/28/21 | 10/1/21 |
| Unions   | 8/6/21 | 9/28/21 |         |
| Tribes(if applicable)  | 8/6/21 | 9/28/21 |         |
| Civil rights organizations (including disability rights organizations) | 8/6/21 | 9/28/21 |         |
| Superintendents  | 8/6/21 | 9/28/21 | 10/1/21 |
| Charter school leaders (if applicable)                                 | 8/6/21 | 9/28/21 |         |
| <b>Stakeholders representing the interests of:</b>                     |        |         |         |
| Children with disabilities   | 8/6/21 | 9/28/21 | 10/1/21 |
| English learners   | 8/6/21 | 9/28/21 | 10/1/21 |
| Children experiencing homelessness                                     | 8/6/21 | 9/28/21 | 10/1/21 |
| Children in foster care  | 8/6/21 | 9/28/21 | 10/1/21 |
| Migratory students   | 8/6/21 | 9/28/21 | 10/1/21 |
| Children who are incarcerated  | 8/6/21 | 9/28/21 | 10/1/21 |
| Other underserved students   | 8/6/21 | 9/28/21 | 10/1/21 |

# ARP Grant Application

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## CENTRAL CONSOLIDATED SCHOOLS

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.

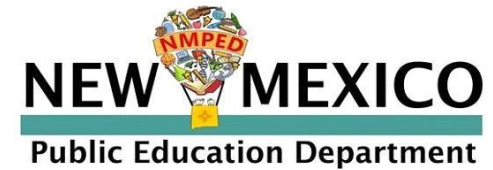
\*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit 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 |
| <b>ARP ESSER 1/3 rd Indirect Cost Rate</b> | Yes          | 7,018,679.96  | 4.49               | 1.0449          | 0.00         | 301,597.02      | 7,018,679.96         | 0.00           |
| <b>ARP ESSER 2/3 rd Indirect Cost Rate</b> | Yes          | 14,037,359.93 | 4.49               | 1.0449          | 0.00         | 603,194.05      | 14,037,359.93        | 0.00           |

| Required Information - GEPA |                    |
|-----------------------------|--------------------|
|                             | Required Narrative |

# ARP Grant Application

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## CENTRAL CONSOLIDATED SCHOOLS

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.

For examples of applicable, relevant, acceptable responses, please see: <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

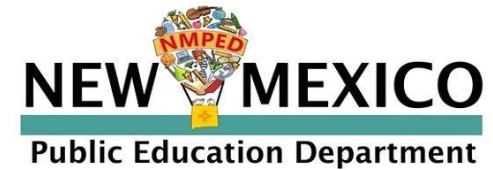
#### May require revision

- 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

Barriers noted through needs assessments include: Lack of adequate access to the internet and related technology due to lack of infrastructure on the Navajo Nation. In addition, many of our families lack basic living resources like water, electricity and transportation. CCSD will leverage funds to ensure that every child has access to a learning device, the means to power it, internet access, and referrals to appropriate agencies to support those basic needs of living. CCSD will engage in community outreach through Project Safety Net to ensure that all CCSD families have equitable access to all resources available at CCSD. CCSD will follow up with students and staff who have not been served in order to provide services.

# ARP Grant Application

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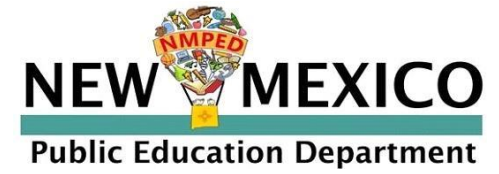


## CENTRAL CONSOLIDATED SCHOOLS

|  |  |
|--|--|
| <p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:<br/>         (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><a href="https://www.ccsdnm.org/protected/ArticleView.aspx?iid=5GG232&amp;dasi=1B">https://www.ccsdnm.org/protected/ArticleView.aspx?iid=5GG232&amp;dasi=1B</a>, Central Consolidated Schools (CCSD)_Re-Entry Plan, October, 2020</p> |

# ARP Grant Application

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## CENTRAL CONSOLIDATED SCHOOLS

|  |      |
|--|------|
| 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 |