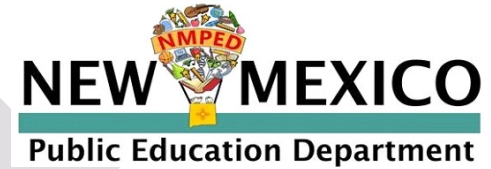


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For examples of applicable, relevant, acceptable responses, please see:
<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

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

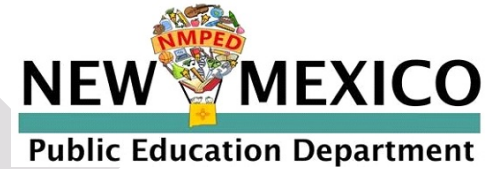
- May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

access to a high-quality educational experience. Many students in Las Cruces face barriers due to family income, race/ethnicity, disability, language, gender, migrant status, homelessness, and foster care. LCPS ensures equitable access to and participation in ARP act grant activities for students, teachers, and other program beneficiaries with special needs to include: 1) Make the available programs offered through the ARP act grant accessible by posting programs available on our website, email, and multiple presentations to targeted populations; 2) Monitor students and faculty participation in the ARP programs outlined in this grant through sign in-sheets, class rosters, and other data sources; 3) collaborate with different school district departments in embedding and publicizing programs offered through ARP so that equitable access to these programs are made available.

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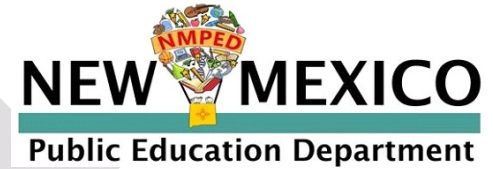


At LCPS we nurture a culture of active engagement to involve all learners through respect of others, communication, collaboration, and self-reflection which facilitates academic success, social emotional development and excellence. To enhance and foster best practices that will prepare and support all students to achieve academic success, we will support the implementation of proven evidence-based teaching and learning practices and ensure we effectively implement a robust Multi Layered System of Supports (MLSS). We will provide and support purposeful and meaningful professional learning in evidence-based practices and access to resources for all Instructional Staff to effectively support the learning needs of underrepresented student subgroup populations. To mitigate the impact of inequities

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on specific student subgroup populations, we use ARP funds to engage in the following program activities/needs:

Students with disabilities:

Provide additional hours for staff to provide case-management services and compensatory services to address lost service time due to the impacts of COVID-19 to include remote learning, staff members who are on COVID leave, the lack of qualified applicants to fill vacancies in high need positions.

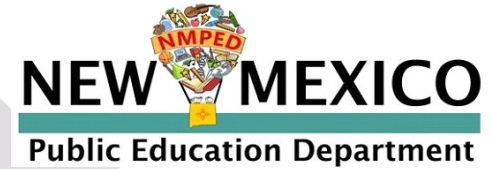
Provide sign language interpretation contract services due to the lack of qualified applicants to fill vacancies in high need positions.

Provide learning materials needed for students during remote, hybrid or in person learning.

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English Learners:

Provide language support services and program supports to families to ensure that they have equitable access to information, materials, and resources.

Providing timely and relevant information to all stakeholders to promote Bilingual Program participation by both English Learners and non-English Learners.

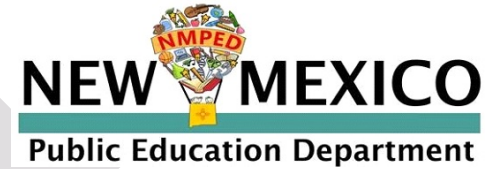
Students from low-income families, foster care, experiencing homelessness and migrant families:

Provide updated technology and internet access for students and families to mitigate the impact of family income or living situations on student access and achievement.

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Collaboration between departments who work directly with these student subpopulations to ensure collaborative practice enables all students to receive timely support to improve the educational outcomes for students who experience these barriers by providing educational support through tutoring/mentoring, providing resources for basic needs and provide transportation for after school programs and summer programs.

Provide professional learning in evidence-based practices to equip teachers to effectively support the learning needs of students experiencing poverty.

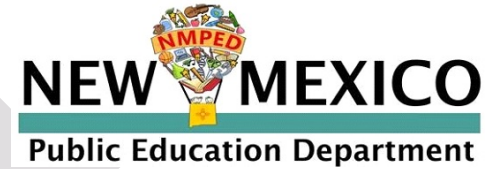
Students and families of all races, ethnicities, gender identity:

Provide a collection of culturally and linguistically relevant

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resources that will affirm students' and families' identity, engage students in relevant education, and connect home and family with academics to ensure students have access and attain learning standards. Implementing the use of these resources will require professional development for all instructional staff to effectively increase access to a relevant education for students of all races and ethnicities, LGBTQ+ students and families, English Learners, and students with disabilities.

Students social/emotional needs:

Increase access to behavioral health supports to students, staff and families through additional behavioral health staff, contracting with outside behavioral health agencies, providing professional development in crisis prevention

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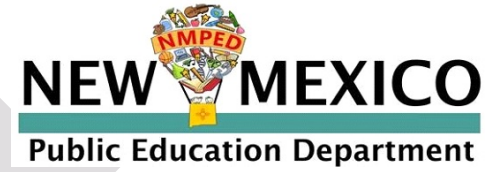


	and trauma informed practices, and resources for students, families and staff in the area of social/emotional learning and stress management.
<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p>	True
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	True
Please provide the link to the LEA's re-entry plan on the LEA's website	http://www.lcps.net/returnplan/ http://www.lcps.net/returnplan/
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

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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

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