

ARP Grant Application

2021-2022

NEW AMERICA SCHOOL - LAS CRUCES



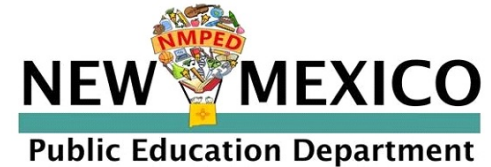
Contact Information		Budget Table	
District	NEW AMERICA SCHOOL - LAS CRUCES	ARP ESSER Award 2/3 rd Allocation	260447.82
District Code	549	ARP ESSER Award 2/3 rd Debit	260447.82
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	mporter@lcnas.org	ARP ESSER Award 1/3 rd Allocation	130223.91
Phone Contact	575-644-1020	ARP ESSER Award 1/3 rd Debit	130223.91
Application Status	Approve	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).	NAS-LC will use the 20% of the 1/3 funds to meet the needs of student groups by allocating funds to a summer school program to encourage credit recovery. The funds will also be used to implement a Friday School model to ensure that all students have the necessary intervention to complete credits. According to https://edtrust.org/resource/ex	52,089.56	NAS-LC will use the 20% of the 1/3 funds to meet the needs of student groups by allocating funds to a summer school program to encourage credit recovery. The funds will also be used to implement a Friday School model to ensure that all students have the necessary intervention to complete credits.	26,044.78

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panded-learning-time/
Extended learning time is effective for students. For English, teachers instruct using SpringBoard with supplemental material of NewsELA. Social Studies teachers use a variety of materials to teach each content and Science aligns their lesson plans to Next Gen Standards. Science teachers use Labster to support teaching.
<https://www.labster.com/about/>

The English Language Arts department uses two programs that are aligned to the Common Core State Standards. Springboard is a curriculum that is associated with CollegeBoard.
<https://springboard.collegeboard.org/benefits-ela> It is also aligned with the SAT content that will be the state required assessment for graduate. Students become familiar with the vocabulary and the rigor associated with SAT and ACT when using Springboard. It has

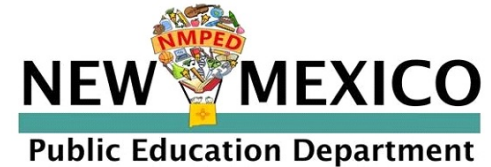
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graphic organizers, scaffold activities to build knowledge and has content relevant to the units in a variety of formats such as short stories, poems, articles, novels, and real-life events.

The second element that is used in ELA classes is NewsELA. <https://newsela.com/about/press-releases/newsela-awarded-research-based-design-product-certification/> NewsELA uses a variety of elements to help prepare students to use critical thinking skills. There are elements for students to annotate the text and review notes and vocabulary. There is a comprehension quiz that uses terms like, author's purpose, theme and main ideas.

NewsELA also utilizes students' prior knowledge to build on and practice their comprehensive writing skills. The articles are leveled to the students' reading abilities. The quizzes used gauge and give reports of the students' scores throughout the year. Another useful tool is that

state required assessment for graduate. Students become familiar with the vocabulary and the rigor associated with SAT and ACT when using Springboard. It has graphic organizers, scaffold activities to build knowledge and has content relevant to the units in a variety of formats such as short stories, poems, articles, novels, and real-life events.

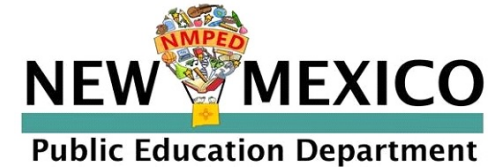
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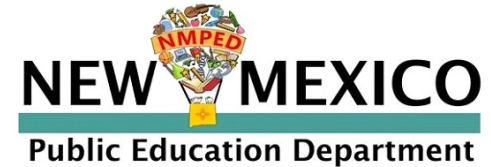
NewsELA has articles both in English and Spanish. For summer school and for Friday School use the same curriculum that is used during the year. For math, Carnegie Learning Mathia is used. <https://www.commonsense.org/education/website/mathia> and <https://www.carnegielearning.com/why-cl/research-results/> give information on Carnegie Learning. According edreports.org, Carnegie's MATHia rates very high for quality math instructional material. During the pandemic, the math instructor made the change from Agile Mind to MATHia. Carnegie Learning (CL) is used for all math classes; Algebra I, Geometry, Algebra II, and Financial Literacy. CL is a curriculum that is exploratory and allows students to develop conceptual understanding and deepen their skills. CL has 3 components: engage, develop, and demonstrate. With CL, MATHia is included, which is an

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online learning platform designed for students to master grade level standards at their own pace. This platform is designed to encourage student thinking with guidance as if a teacher was working with them individually. MATHia is unique in which the classroom is synchronous but students are able to challenge themselves and continue to learn using the program at their own pace. The NAS math team will be using NMIS to support grade-level assignments and increase the rigor in each classroom. NAS-LC will use the 20% of the 1/3 funds to meet the needs of student groups by allocating funds to a summer school program to encourage credit recovery. The funds will also be used to implement a Friday School model to ensure that all students have the necessary intervention to complete credits. For summer school and for Friday School use the same curriculum that is used during the year. For math, Carnegie

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Learning Mathia is used. For English, teachers instruct using SpringBoard with supplemental material of NewsELA. Social Studies teachers use a variety of materials to teach each content and Science aligns their lesson plans to Next Gen Standards. Science teachers use Labster to support teaching. These programs have demonstrated academic achievement. NAS-LC will continue to implement them. NAS-LC identified the needs of our students based on course completion along with attendance rates. Attendance rates during the pandemic fell from 81% to 66% average daily attendance. We used teacher observation and the social worker anecdotal records to define our greatest needs.

but students are able to challenge themselves and continue to learn using the program at their own pace. The NAS math team will be using NMIS to support grade-level assignments and increase the rigor in each classroom . These programs have demonstrated that our students are increasing in their academic knowledge. NAS-LC will continue to use these programs. NAS-LC will use the 20% of the 1/3 funds to meet the needs of student groups by allocating funds to a summer school program to encourage credit recovery. The funds will also be used to implement a Friday School model to ensure that all students have the necessary intervention to complete credits. For summer school and for Friday School use the same curriculum that is used during the year. For math,

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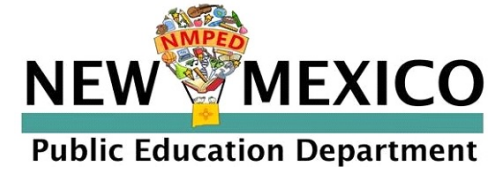


			<p>Carnegie Learning Mathia is used. For English, teachers instruct using SpringBoard with supplemental material of NewsELA. Social Studies teachers use a variety of materials to teach each content and Science aligns their lesson plans to Next Gen Standards. Science teachers use Labster to support teaching.</p> <p>NAS-LC identified the needs of our students based on course completion along with attendance rates. Attendance rates during the pandemic fell from 81% to 66% average daily attendance. We used teacher observation and the social worker anecdotal records to define our greatest needs.</p>	
Activities to address the Social Emotional Needs of all students	Yes	20,000.00	Yes	20,000.00

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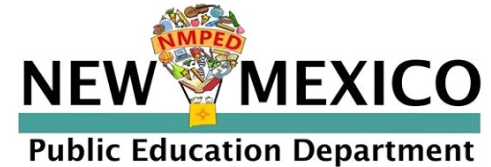


Activities to address the Academic Needs of all students	Yes	32,089.56	Yes	6,044.78
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No		No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No		No	0.00
Students from low-income families	No		No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	No		No	0.00
English learners	No		No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No		No	0.00
Migratory students	No		No	0.00
Students experiencing homelessness	No		No	
Children and youth in foster care	No		No	0.00
Sub Totals		52,089.56		26,044.78

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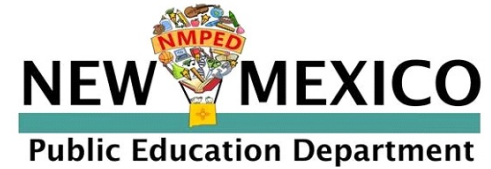
Additional Reserve Funds (Optional)

	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	NAS-LC has about 13% homeless students. According to https://nche.ed.gov/research/ research shows that "local homeless education liaisons and homeless service providers with a framework, strategies, and tools for more effective collaboration to improve the academic outcomes, well-being, and lifelong trajectory of young people who have experienced homelessness or trauma. " NAS-LC is committed to supporting our homeless students.			
Activities to address the Social Emotional Needs of all students	No	0.00	No	0.00
Activities to address the Academic Needs of all students	No	0.00	No	0.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00

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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		No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	Yes	1,358.26	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		1,358.26		0.00

Activities to Address Needs

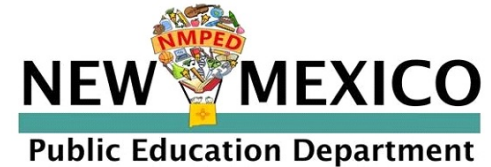
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount

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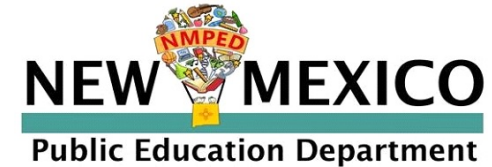


Elementary and Secondary Education Act (ESEA)		0.00		0.00
Individuals with Disabilities Education Act (IDEA)	<p>NAS-LC will secure an additional teacher to support Special Education students. NAS-LC will use the 20% of the 2/3 funds to meet the needs of student groups by allocating funds to a summer school program to encourage credit recovery. The funds will also be used to implement a Friday School model to ensure that all students have the necessary intervention to complete credits. For summer school and for Friday School use the same curriculum that is used during the year. For math, Carnegie Learning Mathia is used. For English, teachers instruct using SpringBoard with supplemental material of NewsELA. Social Studies teachers use a variety of materials to teach each content and Science aligns their lesson plans to Next Gen Standards. Science teachers use Labster to support teaching.</p> <p>The English Language Arts department uses two programs that are aligned to the Common Core State Standards. Springboard is a curriculum that is associated with CollegeBoard. It is also aligned with the SAT content that will be the state required assessment for graduate. Students become familiar with the vocabulary and the rigor associated with SAT and ACT when using Springboard. It has graphic organizers,</p>	80,000.00	<p>NAS-LC will use the 20% of the 2/3 funds to meet the needs of student groups by allocating funds to a summer school program to encourage credit recovery. The funds will also be used to implement a Friday School model to ensure that all students have the necessary intervention to complete credits. For summer school and for Friday School use the same curriculum that is used during the year. For math, Carnegie Learning Mathia is used. For English, teachers instruct using SpringBoard with supplemental material of NewsELA. Social Studies teachers use a variety of materials to teach each content and Science aligns their lesson plans to Next Gen Standards. Science teachers use Labster to support teaching.</p> <p>The English Language Arts department uses two programs that are aligned to the Common Core State Standards. Springboard is a curriculum that is associated with CollegeBoard. It is also aligned with the SAT content that will be the state required assessment for graduate. Students become familiar with the vocabulary and the rigor associated with SAT and ACT when using Springboard. It has graphic organizers, scaffold activities to build knowledge and has content relevant to the units in a variety of</p>	74,179.13

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Another useful tool is that NewsELA has articles both in English and Spanish.

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Carnegie Learning (CL) is used for all math classes; Algebra I, Geometry, Algebra II, and Financial Literacy. CL is a curriculum that is exploratory and allows students to develop conceptual understanding and deepen their skills. CL has 3 components: engage, develop,

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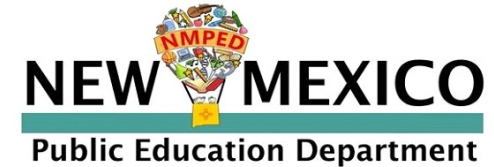
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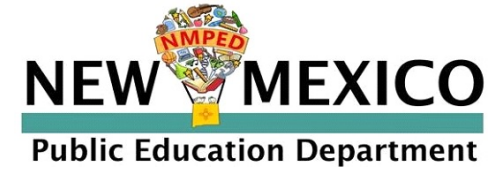


	and demonstrate. With CL, MATHia is included, which is an online learning platform designed for students to master grade level standards at their own pace. This platform is designed to encourage student thinking with guidance as if a teacher was working with them individually. MATHia is unique in which the classroom is synchronous but students are able to challenge themselves and continue to learn using the program at their own pace. The NAS math team will be using NMIS to support grade-level assignments and increase the rigor in each classroom. This money will be used to hire a teacher who only works with SWD.		designed for students to master grade level standards at their own pace. This platform is designed to encourage student thinking with guidance as if a teacher was working with them individually. MATHia is unique in which the classroom is synchronous but students are able to challenge themselves and continue to learn using the program at their own pace. The NAS math team will be using NMIS to support grade-level assignments and increase the rigor in each classroom. be used to hire a teacher who only works with SWD	
Adult Education and Family Literacy Act (AEFLA)				0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		80,000.00		74,179.13

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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

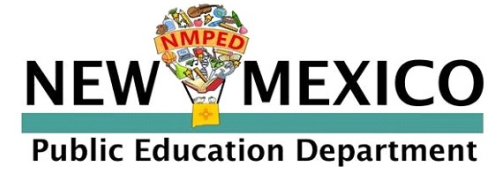
ARP ESSER 1/3

	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00

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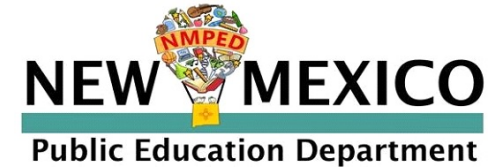


Purchasing supplies to sanitize and clean the LEA's facilities				0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
Improving indoor air quality	NAS-LC will purchase filters to replace in the HEPA and dry oxygen units.	10,000.00		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	NAS-LC will use this money for the salary of the homeless liaison who supports our homeless students.	12,000.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning				0.00

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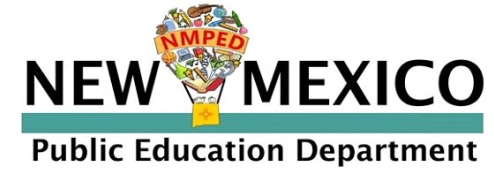


Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)	NAS-LC will purchase additional laptops for students who are remote learning and who are working on Edgenuity to recover classes.	15,000.00	NAS-LC will purchase additional laptops for students who	15,000.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	Hiring a social worker to support mental health of students		Hiring a social worker to support mental	
Planning and implementing activities related to summer learning and supplemental after-school programs	NAS-LC provides FREE summer school to students who need to recover classes or earn credits to graduation. This money will support the salaries of teachers to teach summer school and to pay for the Edgenuity program to help recover classes.	15,000.00	NAS-LC provides FREE summer scho	15,000.00
Addressing learning loss	NAS-LC will purchase instructional materials to support students.	75,000.00		0.00

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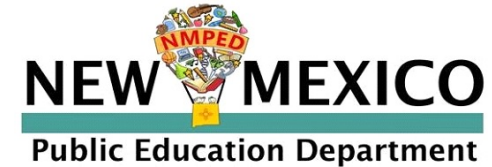
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff		0.00		0.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
Sub Totals		127,000.00		30,000.00

Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	
Students	6/30/2021	9/21/2021		
Families	6/30/2021	9/21/2021		
School and district administrators (including Special Education administrators)	6/6/2021	9/20/2021		
Teachers	6/6/2021	9/20/2021		
Principals	6/6/2021	9/20/2021		
School leaders	6/6/2021	9/20/2021		
Other educators				
School support personnel	6/6/2021	9/20/2021		
Unions				
Tribes(if applicable)				

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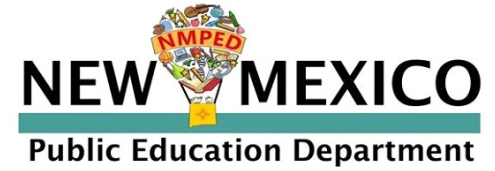


Civil rights organizations (including disability rights organizations)	1/26/2022	2/22/2022	
Superintendents	6/6/2021	9/20/2021	
Charter school leaders (if applicable)	6/6/2021	9/20/2021	
Stakeholders representing the interests of:			
Children with disabilities	6/30/2021	9/21/2021	
English learners	6/30/2021	9/21/2021	
Children experiencing homelessness	6/30/2021	9/21/2021	
Children in foster care	6/30/2021	9/21/2021	
Migratory students	6/30/2021	9/21/2021	
Children who are incarcerated	6/30/2021	9/21/2021	
Other underserved students	6/30/2021	9/21/2021	
<p>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.</p>			
<p>*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.</p>			

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Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	No	130,223.91	8	1.08	0.00	0.00	0.00	0.00
ARP ESSER 2/3 rd Indirect Cost Rate	No	260,447.82	8	1.08	0.00	0.00	0.00	0.00

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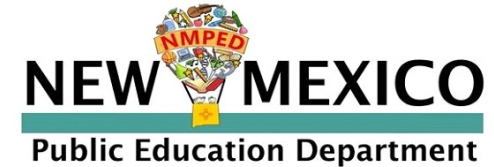
Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric</p> <p>A satisfactory answer</p> <ul style="list-style-type: none">• Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none">• May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access	<p>New America School-Las Cruces will comply with the requirements of section 427 of GEPA by reviewing the students' progress to identify needs and barriers. NAS-LC will send out surveys to all stakeholders to identify the greatest leverage to eliminate barriers. The spending plan will be to secure social emotional services, summer school, and The potential barriers to access aspects of the proposed spending plan are age because we serve students between 18-21 in an evening program. This group of students are only allowed to attend the evening and do not participate in summer school due to working schedules. Other students have access to the plan. One way to eliminate this barrier to offer and implement the same program to our day students, but in an evening summer school program.</p> <p>NAS-LC is inclusive of all students.</p>

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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

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

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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.

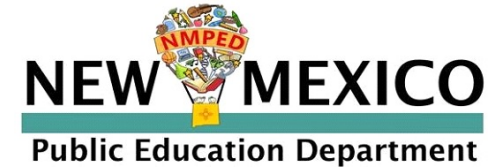
In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.

First Posting	https://lcnas.org/existiing-re-entry-plan/ https://lcnas.org/wp-content/uploads/2021/06/NAS-LC-Re-entry-Assurances-Fall-20-Hybrid.pdf , Re-entry Plan for SY 2020-21	
Second Posting (if needed*)	https://lcnas.org/existiing-re-entry-plan/ , Safety Plan/Covid Re-entry template	12/17/2021
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
NEW AMERICA SCHOOL - LAS CRUCES	10/12/2021	https://lcnas.org/arp-application , The Web file https://lcnas.org/wp-content/uploads/2021/10/Arp-LEA-Esser-III-application.pdf