

ARP Grant Application

2021-2022

HOBBS MUNICIPAL SCHOOLS



Contact Information		Budget Table	
District	HOBBS	ARP ESSER Award 2/3 rd Allocation	11806533.73
District Code	033	ARP ESSER Award 2/3 rd Debit	11806533.73
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	flowerss@hobbschools.net	ARP ESSER Award 1/3 rd Allocation	6813462.62
Phone Contact	5754330400	ARP ESSER Award 1/3 rd Debit	5903266.86
Application Status	In Process	ARP ESSER Award 1/3 rd Balance	910195.76

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).	HMS has the following underrepresented student subgroups: 71.57% Economically Disadvantaged 0.098% Mobility rate 14.88% Special Education 19.65% % English Language Learners Chronically Absent SY 18-19 & SY 19-20 17% Attendance for Success Act SY	2,361,306.75	HMS has the following underrepresented student subgroups: 71.57% Economically Disadvantaged 0.098% Mobility rate 14.88% Special Education 19.65% % English Language Learners Chronically Absent SY 18-19 & SY 19-20 17% Attendance for Success Act	1,362,692.52

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20-21 32%
Students in Remote Setting 3%
Title I schools in district - 19 – 100%
HMS will take the following steps to remove barriers and insure equitable access and participation in its Federally-assisted programs. HMS is 100% a Title I district. We have identified the following needs for the students of HMS:
HMS proposes to purchase 7 Mindsets, an SEL curriculum, to shift school culture and a universal SEL screener, Boardworks PASS, to better identify student populations in need of more support. This screener will be given to every HMS student a minimum of two times during the school year. From the data gathered principals, counselors, and teachers will implement the recommended SEL curriculum as a proactive approach or intervention for those identified. HMS will assess the effectiveness of the programs using the reports provided and

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as well as looking at discipline and attendance data from each school.
<https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

HMS staff will also be trained to develop student social-emotional wellbeing, a relationship-driven campus culture, and student connectedness. This training will be part of an on-going district-wide initiative to increase staff capacity for impact on student behavior, attendance, self-efficacy, peer relationships and group functioning. These initiatives will be monitored throughout the school year for rapid response to student's needs with regular observation to facilitate data-based instructional decision making using the state's Multi-tiered System of Support framework (MLSS). HMS will assess the effectiveness of the training with discipline and attendance

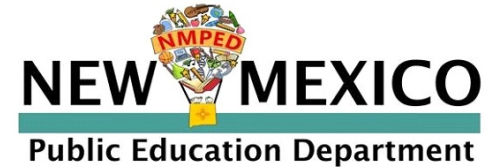
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comparison data as well as MLSS data from each school. https://www.researchgate.net/publication/299509386_Multi-Tiered_Systems_of_Support_and_Evidence-Based_Practices

HMS proposes to purchase STEM Labs for the remaining 9 elementary schools to provide underserved elementary school youth in disadvantaged neighborhoods the opportunity to participate in STEM activities. Each facility will provide in person training to teachers on each of the items included in the STEM lab and a curriculum guidebook for mentors with an emphasis on collaboration and critical thinking. These STEM labs will be utilized throughout the school year, in after school enrichment programming as well as utilized during summer programming. HMS will assess the effectiveness of the STEM labs with a student/parent survey as well as short term assessments. <https://files.eric.ed.gov/fulltext>

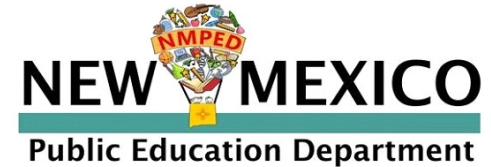
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/EJ1269639.pdf

HMS proposes a Summer Learning and Enrichment program to implement and expand meaningful summer learning and enrichment experiences for students, especially those most impacted by the pandemic. HMS will actively recruit low performing students identified by failing 3rd quarter grades and short cycle assessment results to participate in Summer Programming. We will provide transportation and meals, utilize community [partners as instructional resources, as well as provide SEL check-ins for students. HMS will assess the effectiveness of Summer Learning programs utilizing a parent/student survey and improved student achievement as measured by end of year to beginning of the next school year assessment data.
<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>

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HMS will also provide an afterschool program for grade K-9 students district-wide. HMS will work to eliminate obstacles to after school participation such by providing services free of charge, after school snacks, and transportation. HMS will assess the effectiveness of the afterschool program with student/staff/parent surveys as well as program reports utilized to maintain existence. <http://www.afterschoolalliance.org/AA3PM/>

HMS proposes to purchase a digital curriculum to support learning in an alternative setting. The purchase of Edgenuity and Edmentum will be used to support students who choose to remain in a remote learning environment as well as those students who qualify for alternative placement for individualized learning. With HMS being a Title I district, this supports all underrepresented student groups. HMS will assess the

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effectiveness of the software programs by progress monitoring student work and looking at student outcomes quarterly.
<https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Learning%20Design%20and%20Research%20Base%202021.pdf>

HMS proposes to purchase Exact Path digital diagnostic and intervention program to offer a personalized approach to target student needs while offering low performing and underrepresented students an equitable opportunity for continuous learning. Students will take a diagnostic assessment to place them on a strategic learning path to close the academic gaps. This will be monitored quarterly throughout the school year.
<https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20-%20School%20Closures%20Whitepaper.pdf>

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https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/Distance_Learning_RER_508c.pdf

HMS proposes to purchase iStation Math to support the instructional process as we work towards change in daily teaching practices. This will supplement the current math curriculum with computer-adaptive testing to provide continuous progress monitoring. This will be utilized by elementary students as recommended by the ISIP Math tiers. HMS will assess the effectiveness of the software programs by progress monitoring student work and looking at student outcomes quarterly.

<https://scholarworks.sfasu.edu/cgi/viewcontent.cgi?article=1051&context=jma>

HMS proposes to purchase Heggerty to support phonological awareness for elementary students. This will be implemented at each grade

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<https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Learning%20Design%20and%20Research%20Base%202021.pdf>

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level in all elementary schools. This will be administered daily and will be monitored with iStation ISIP reports on a monthly basis. HMS will assess the effectiveness of the software and face-to-face instructional program by progress monitoring students using the ISIP monthly reports. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Phonological_Awareness_121406.pdf
HMS proposes to purchase supplemental reading materials to accompany our newly adopted reading curriculum. SAVVAS Learning Company supports the Science of Reading and the curriculum materials are rated strong to promising and are ESSER aligned. These materials will be utilized by all student populations and intervention materials will be distributed on an as needed basis including to underrepresented groups. Student success will be monitored and measured by

<https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20-%20School%20Closures%20Whitepaper.pdf>

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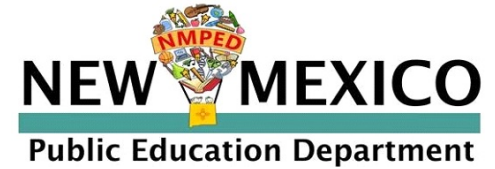
End-of-Unit assessments as well as iStation Reading reports.
<https://www.savvas.com/index.cfm?locator=PS3zYd>
<https://edreports.org/compare/results/ela-foundational-skills>
<https://edreports.org/reports/overview/amplify-ckla-skills-2020>

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			<p>curriculum. SAVVAS Learning Company supports the Science of Reading and the curriculum materials are rated strong to promising and are ESSER aligned. These materials will be utilized by all student populations and intervention materials will be distributed on an as needed basis including to underrepresented groups. Student success will be monitored and measured by End-of-Unit assessments as well as iStation Reading reports.</p> <p>https://www.savvas.com/index.cfm?locator=PS3zYd https://edreports.org/compare/results/ela-foundational-skills https://edreports.org/reports/overview/amplify-ckla-skills-2020</p>	
Activities to address the Social Emotional Needs of all students	Yes	415,896.00	Yes	100,000.00
Activities to address the Academic Needs of all students	Yes	3,155,800.00	Yes	1,275,000.00

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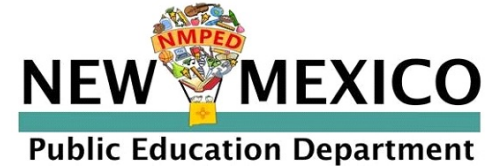


Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or 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
Sub Totals		3,571,696.00		1,375,000.00

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Additional Reserve Funds (Optional)

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

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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		0.00		0.00

Activities to Address Needs

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

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

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Individuals with Disabilities Education Act (IDEA)	The school will build extra help and direct instruction intervention time into schedules for students who are at-risk and need to receive targeted interventions to address their specific learning needs. The sensory room will help prevent and prioritize student's social-emotional needs. The sensory equipment will address learning loss by providing activities to develop cognitive, self-help, social/emotional, motor, communication and academic skills. This will create safe ways for the child to express themselves when in need of crisis intervention. This school is the location of one of our district D level classrooms.	32,600.00		
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00

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<p>Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)</p>	<p>The purchase for approved instructional equipment to fund the new Career Technology Education Center will address curriculum modification, equipment modification, classroom modification, and instructional aids and devices. This will respond to the academic, social, emotional, and mental health needs of all students. It will fund communication costs for displays, demonstrations, and exhibits of CTE coursework and projects. Marketing and outreach activities will promote the CTE for students seeking alternative educational pathways. Compensation for instructors and contract services, along with administrative costs will also aide in the daily operations to address the academic impact of lost instructional time. Professional development costs and professional service costs for consultants will be purchased to ensure the latest trends in educational technology are being addressed.</p>	<p>6,000,000.00</p>		<p>0.00</p>
		<p>6,032,600.00</p>		<p>0.00</p>

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Response Efforts - COVID 19

Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below “purchasing instructional technology,” please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.

ARP ESSER 2/3

ARP ESSER 1/3

	ARP ESSER 2/3		ARP ESSER 1/3	
	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00

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<p>Purchasing supplies to sanitize and clean the LEA's facilities</p>	<p>The purchase of cleaning, disinfecting and sanitizing supplies to reduce the risk of infection and prevention of Covid 19. This will include EPA-registered disinfectant supplies for cleaning high-touch surfaces and objects using traditional methods such as liquids, wipes, or disinfectant spray bottles. Supplies to help reduce the spread of germs in school will also be purchased such as hand soap and hand sanitizer. Supplies to use in conjunction with the electrostatic foggers will be purchased as well. Custodial staff have been trained to use this method of disinfecting for hard to reach spaces.</p>	<p>616.55</p>	<p>The purchase of cleaning, disinfecting and sanitizing supplies to reduce the risk of infection and prevention of Covid 19. This will include EPA-registered disinfectant supplies for cleaning high-touch surfaces and objects using traditional methods such as liquids, wipes, or disinfectant spray bottles. Supplies to help reduce the spread of germs in school will also be purchased such as hand soap and hand sanitizer. Supplies to use in conjunction with the electrostatic foggers will be purchased as well. Custodial staff have been trained to use this method of disinfecting for hard to reach spaces.</p>	<p>70,195.86</p>
<p>Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards</p>		<p>0.00</p>	<p>The purchase of canopies for each school to provide space for outdoor learning. This will increase the area that is available to each school and provide higher-quality spaces outdoors, with better ventilation, fresh air, and more opportunity for social distancing. This outdoor space will also be beneficial for students social, emotional, and mental well-being. This purchase will be to aide in the prevention of the spread of Covid 19.</p>	<p>360,000.00</p>
<p>Improving indoor air quality</p>		<p>0.00</p>		<p>0.00</p>

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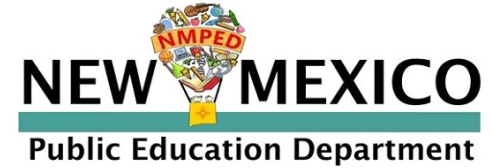


Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs			An upgrade to the current phone system to include Voice over IP phones will prepare the district with the ability to maintain timely and effective communication with parents and staff should an emergency occur. The purchase of digital display signs outside each school building will communicate to the student body and staff in the event of an emergency situation. This will aide in emergency preparedness for each surrounding site and will be especially beneficial in our lower socio-economic areas. This digital system will be linked to the district communication office so that an immediate and accurate message can be sent to every school site. An upgrade to each school's public address system to broadcast information in case of a urgent situation. This upgrade will include acquiring new hand-held radios for each school campus. All of these systems will create an effective mass	2,529,320.00

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			communication system to notify citizens when a disaster or an emergency has occurred, or is imminent. These systems as well as others the district has in place will allow citizens to choose their notification channel to ensure that when a message is distributed, citizens receive it and respond.	
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)	In order to prepare students for working virtually and ensure all students have access to digital devices or other technology, headsets and ear buds will be purchased for students to be actively involved in the learning process. Access points will be installed in buildings to help with reliable and consistent internet access. Upgraded teacher laptops will be purchased to aid with virtual meetings and video editing. Document cameras for teachers will be purchased to give students access to zoom capability and HD quality images. Chromebook chargers will be purchased to improve the quality of or replace lost or misplaced chargers to ensure all	1,682,425.72	More chrome books will be purchased to prepare and support the interaction between students and instructors in the event of another global or local shutdown. This will also prepare students to stay connected to their learning environment if quarantined or other similar situations arise. This will ensure students have access to a device when needed. The purchase of classroom management software to assist in better learning experiences for students, increase classroom engagement, motivate students and improve student behavior and progress. The purchase of podiums for classrooms will free up space to	1,018,536.73

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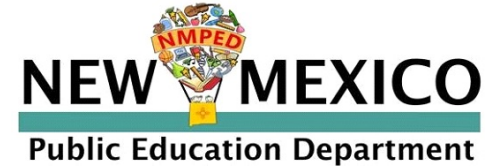


	<p>students have the opportunity to be actively involved in the learning process. Upgrading the audio visual equipment in our district training facility and commons training facility will allow for remote trainings, video conferencing, in person meetings with space to allow for social distancing and multimedia presentations. Classroom multimedia projectors will be upgraded to create easier viewing and reflect light that will aid in streaming instructional videos. In response to Covid 19, wifi hot spots will be purchased to have readily available to support connectivity for students in the event classes go digital. All of these technology purchases will be maintained and serviced by our IT department and will be used to improve access for all students and staff.</p>		<p>prevent the potential spread of Covid 19, and enable teachers to better utilize the technology in their classrooms.</p>	
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>		<p>0.00</p>		<p>0.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>				<p>0.00</p>
<p>Addressing learning loss</p>		<p>0.00</p>		<p>0.00</p>

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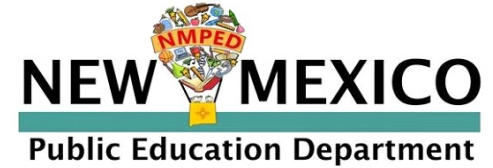


<p>Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff</p>	<p>To respond to Covid 19's effect on teaching careers, recruitment efforts will include supplemental financial support for new employees who consent to working in a high needs field for a minimum of years. The recruitment support will fill the gap in competitive salary and candidate scarcity. Our Human Resources dept. has come up with a proactive recruitment strategy to include more flexible recruitment methods and to explore areas outside of the targeted field of specialty to create a network of opportunities. The HR dept. will also look within to find qualified candidates to encourage internal mobility and provide extra support and mentoring to plan for talent succession and turnIn response to Covid 19, training to provide support staff with an organized way of making decisions about how they will act in any situation. This will assist school staff in identifying when to slow down, create space, and use communication techniques to defuse a potentially dangerous situation. This training will provide staff with strategies to calmly deal with parents and students who are experiencing mental and emotional crises. over.</p>	<p>350,000.00</p>	<p>In response to Covid 19 Parent Attendance Liaison's will be provided to each school campus to help improve student attendance. These PAL's will facilitate a close working relationship between the school and family. The attendance of students placed on school attendance contracts and students who fall within the Tiers of the Attendance for Success Act will be closely monitored by the PAL and school campus leader. To ensure students have access to digital devices and other technology needs the collaboration between students, parents/guardian, and the school is imperative. Having specific school personnel to monitor and help communicate the needs of families will improve the relationship between school and home.</p>	<p>420,000.00</p>
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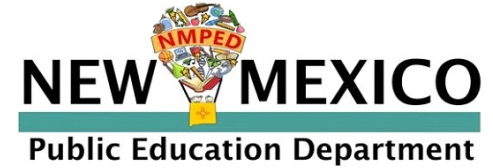
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.			
Sub Totals		2,033,042.27	4,398,052.59

Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	
Students	7/15/2021	8/2/2021	9/30/2021	
Families	7/15/2021	8/2/2021	9/30/2021	
School and district administrators (including Special Education administrators)	7/12/2021	7/14/2021	8/2/2021	
Teachers	7/19/2021	8/2/2021	9/30/2021	
Principals	7/15/2021	8/2/2021	9/23/2021	
School leaders	7/15/2021	8/2/2021	9/23/2021	
Other educators	7/19/2021	8/2/2021	9/30/2021	
School support personnel	7/19/2021	8/2/2021	9/30/2021	
Unions	7/19/2021	8/2/2021	9/30/2021	
Tribes(if applicable)				
Civil rights organizations (including disability rights organizations)	8/3/2021	9/16/2021	9/30/2021	
Superintendents	7/12/2021	8/2/2021	9/16/2021	
Charter school leaders (if applicable)				
Stakeholders representing the interests of:				

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Children with disabilities	8/3/2021	9/16/2021	9/30/2021
English learners	8/3/2021	9/16/2021	9/30/2021
Children experiencing homelessness	8/3/2021	9/16/2021	9/30/2021
Children in foster care	8/3/2021	9/16/2021	9/30/2021
Migratory students	8/3/2021	9/16/2021	9/30/2021
Children who are incarcerated	8/3/2021	9/16/2021	9/30/2021
Other underserved students	8/3/2021	9/16/2021	9/30/2021

Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.

*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

Indirect Cost Rate

	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	5,903,266.86	2.61	1.0261	784,000.00	130,214.27	5,119,266.86	4,989,052.59

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ARP ESSER 2/3 rd Indirect Cost Rate	Yes	11,806,533.73	2.61	1.0261	5,154,753.74	169,195.46	6,651,779.99	6,482,584.53
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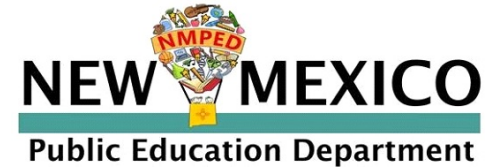
Required Information - GEPA

	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>Hobbs Municipal Schools will use the ARP/ESSER III funds to increase safety and enhance the social emotional well-being of our students. Our district will focus on being proactive in addressing depression and anxiety. These programs will bring awareness to all sub-groups including gender, race, ethnicity, gender orientation and socio-economic status, through providing staff and students with professional development that focuses on building relationships. HMS will pay particular attention to those students who are low social economic and might be at risk of accessing support for their needs. School staff will be provided training to foster trauma-informed care and to promote social-emotional wellbeing, relationship-driven culture and student connectedness. The effects of strengthening the trust between teachers and students to improve school culture will result in improving academic performance and creating accountability. This will meet the needs of all students no matter gender, race, national origin, disability or age as the pandemic has had an effect on everyone. Staff will also be training to ensure all students feel safe and work on proper protocol for improvement of behavior and not</p>

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disciplinary actions. This will improve the overall school climate at each site in the district.

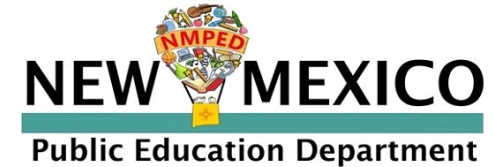
Our district will use ARP/ESSER III grant funds to hire additional parent liaisons to help with family outreach to help improve attendance. These additional employees will facilitate a close working relationship between the school and family and offer support with anything the family may need, including health and wellness, family supports, community supports, technology assistance, etc. These parent liaisons will work with these families to ensure communication between home and school with constant conversations through home visits, school meetings, phone calls, emails, etc. addressing safety issues, supporting living conditions, attendance, interpreters, meeting IEP requirements, etc. We will ensure that no student will be denied participation based on gender, race, national origin, disability or age. We will also provide training to help these new employees handle stressful situations in dealing with traumatized families. This training will also be afforded to other school employees to assist with students who are experiencing mental and emotional crisis. Staff will be able to train other staff members on using these techniques to ensure all students are receiving the help to needed to maintain continuity of their education.

HMS will offer a proactive recruitment strategy

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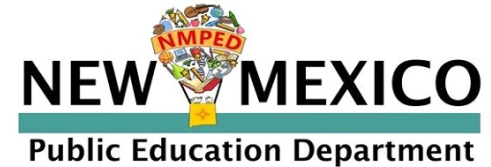
to include more flexible recruitment methods and to explore areas outside of the targeted field of specialty to create a network of opportunities. The HR dept. will also look within to find qualified candidates to encourage internal mobility and provide extra support and mentoring to plan for talent succession and turnover. The use of ARP /ESSER III federal funds will enable our HR department explore areas outside of the targeted field of specialty to create a network of opportunities. The HR dept. will also look within to find qualified candidates to encourage internal mobility and provide extra support and mentoring to plan for talent succession and turnover. We are committed to ensuring all students receive a high quality education by a certified teacher. We will ensure that no teacher will be denied participation based on gender, race, national origin, disability or age.

Our district will use ARP/ESSER III grant funds to purchase devices and other related items to support the upgrade to our technology and internet needs. Due to our number of low-income students/families, many students do not have the ability to use digital devices on their own. The district is committed to offering a technology rich educational experience for all of our students. These funds will also be used to provide professional development opportunities to our teachers, which they would not otherwise

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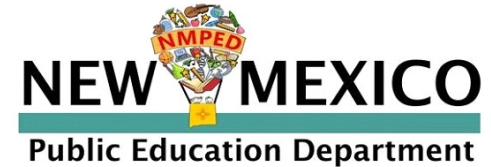


have. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age. Included in the technology needs is research based programs to help identify student academic levels and help close the achievement gap and plan for enrichment opportunities. Our district will be upgrading the audio visual equipment in our district training facilities to allow for remote trainings, video conferencing, and in person meetings with space to allow for social distancing and multimedia presentation. This is to support the professional development of all staff to remain up to date with the latest technology that our students will be receiving. Our district will also be updating our communication systems for emergency preparedness. This update will be at all HMS facilities to ensure constant effective communication to all families. All students in the district will have equal access to these resources. We will ensure that no student or teacher will be denied communication based on gender, race, national origin, disability or age. Our district will purchase additional instructional materials for classroom use to make available for teacher use and/or student selection. Supplementary materials are used to provide extension, enrichment, and support to the newly adopted reading curriculum. We will ensure that all students have access to the additional

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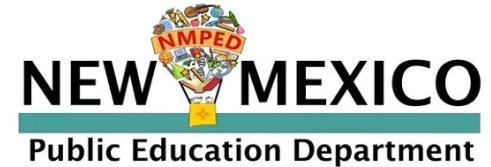
reading materials and methods of information regardless of gender, race, national origin, disability or age. This will encourage independent access to information and arouses interest of students in matters outside the curriculum; provides training in the use and retrieval of information, a skill which is essential for higher education and lifelong learning.

They will offer a variety of activities including differentiated instruction to give students the opportunity to learn hands-on about robotics, crafts, STEAM as well as reading and math. The afterschool enrichment program will encourage students to apply their academic knowledge to the real world and promote problem solving. Afterschool enrichment programs will give students a chance to physically move more freely to attend activities of their choice and reinforce knowledge learned during the school year. To promote whole child development these programs will provide hands-on learning with plenty of time for students to create and play. Students will develop their emotional and social intelligence as they make new friends and work collaboratively. Because Hobbs is a rural area, it is necessary that the students receive exposure to a broad curriculum that brings them both personally and virtually in contact with instruction and experiences that all other students receive who are not being educated in such an environment. We will ensure that no

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student or teacher will be denied participation based on gender, race, national origin, disability or age.

Our district will use ARP/ESSER III funds to purchase sensory room equipment for elementary schools. The sensory room will help prevent and prioritize student's social-emotional needs. The sensory equipment will address learning loss by providing activities to develop cognitive, self-help, social/emotional, motor, communication and academic skills. These supports are intended to specifically support students under IDEA; however any student, regardless of gender, race, national origin, disability or age will have access to these supports. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

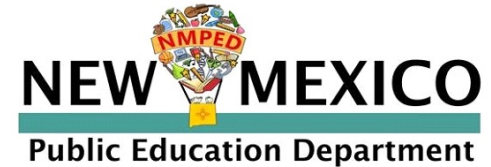
The HMS district will purchase with ARP/ESSER III funds cleaning, disinfecting and sanitizing supplies to reduce the risk of infection and prevention of Covid 19. We will ensure that no student or teacher will be denied access to these cleaning supplies based on gender, race, national origin, disability or age.

Our district will address learning loss by offering high school students a curriculum with modification, equipment modification, classroom modification, and instructional aids and devices through the implementation of a career technical education. The certifications

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offered will be pertinent to the area in which students live and ensure they are afforded the education needed to become productive citizens upon graduation. Professional development costs and professional service costs for consultants will be purchased to ensure the latest trends in educational technology are being addressed. We will ensure that no student or teacher will be denied participation in this new facility based on gender, race, national origin, disability or age.

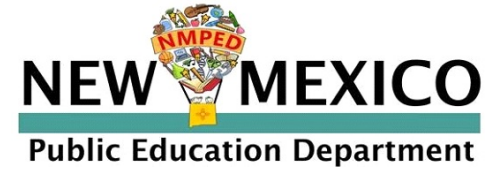
Through the ARP/ESSER III federal funding our district will provide outdoor learning spaces at every campus to increase the area available at each school and to provide fresh air and opportunities for social distancing. These outdoor spaces will also be beneficial for students' social, emotional, and mental well-being. We will ensure that no student or teacher will be denied access based on gender, race, national origin, disability or age.

Our district will use ARP/ESSER III grant funds to strengthen its district-wide STEM initiative. Because we know that STEM-related classes tend to disproportionately attract boys, we are implementing outreach strategies to encourage more girls to participate in our STEM initiative. We are committed to ensuring all students and teachers have all STEM opportunities available to them; regardless of gender, race, national origin, disability or age. Our district will provide

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all students with the venue to explore science, technology, engineering and math where they can try, test, better, and even find themselves. This STEM initiative is to provide underserved elementary school youth in disadvantaged neighborhoods the opportunity to participate in STEM activities. This will be a district wide initiative to provide our youth with hands-on learning with the latest technology and customizable tool kits that includes hands-on games and activities. Each facility will be provided in person training to teachers.

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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

http://www.hobbsschools.net/UserFiles/Servers/Server_6/File/Noe%20Soto/Document%20files/Hobbs%20Reentry%20plan%202021.pdf, HMS Reentry plan

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Second Posting (if needed*)	http://www.hobbsschools.net/UserFiles/Servers/Server_6/File/Noe%20Soto/ARP/LEA%20Plan%20for%20Safe%20Return%20to%20In-person%20Instruction%20and%20Continuity%20of%20Services.pdf , Hobbs safe-return plan	
Third Posting (if needed*)		
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
HOBBS	3/15/2022	http://www.hobbsschools.net/UserFiles/Servers/Server_6/File/Noe%20Soto/ARP/ARP%20Application%203%202015%202022.pdf , HMS website link to ARP application