
ESSER III Spending Plan

PODER/PASS Overview:

Through the U.S. Department of Education, additional federal funds for schools will be available through the Elementary and Secondary School Emergency Relief Fund (ESSER III). Legislation will award grants to address the impact of COVID-19 and the continued effects it is having on elementary and secondary schools across the country.

Wyoming will be awarded \$303.7 million in ESSER III funds. Of that amount, Laramie County School District #1 will receive \$42,896,686 to be spent through September 30th, 2024. PODER/PASS will be applying for a portion of this total to use within their school to provide a safe return for students and staff and to allow a continuation of services.

1. **Federal Requirements-** PODER/PASS is required to develop an ESSER III spending plan which will detail the use of the COVID-19 relief funds.

The plan must:

- Describe the process for determining student and staff academic, social, emotional and mental health needs;
- Describe how 20% will be used to address the academic impact of lost instructional time through implementation of evidence-based interventions;
- Describe how the remaining 80% will be spent;
- Describe how PODER/PASS will ensure that interventions will address the academic, social, emotional, and mental health needs of students, particularly students from historically underserved populations

The plan must be developed in consultation with stakeholders and take into account public input. Other federal requirements are summarized below.

- Plans must be posted on the PODER/PASS website in a format and language that parents can understand.
- Include meaningful consultation with students, families, school, and district administrators (including special education), teachers, principals, school leaders, school staff, and members of the public. Consultation with other stakeholders as served by PODER/PASS (tribes, civil rights organizations, stakeholders representing the interests of children considered underserved).
- The public has the opportunity to provide input on the plan.
- The plan, and any updates or revisions to it, is available in a language that parents can understand and meets Americans with Disabilities Act (ADA) accessibility requirements.

This plan was developed with stakeholder feedback and will be monitored and revised through ongoing review during the grant period. This report complies with all reporting requirements of the ARP Act, the ESSER III grant terms, conditions, and assurances, and the interim final rule established by the United States Department of Education.

2. ARP Planning Process

Decisions about allocating ARP funds are based on community input collected through a Google Forms Survey. To support planning for ESSER III funds, PODER/PASS engaged with a wide range of stakeholders to assess the school needs. To determine the best use of these funds, PODER/PASS used the work already underway to support the academic plans that will improve the achievement of all students. This includes

PODER/PASS's determination of preparing all students for college, learning loss mitigation, and supplemental materials that are aligned with interventions and extensions.

The needs assessment included a mix of methods for distributing the survey from students, family members, teachers, school administrators, community-based organizations and other stakeholders. Methods included emails, Remind App notifications, and Infinite Campus alerts. In total, PODER/PASS had 95 survey responses which will be summarized on the following pages.

PODER/PASS will examine academic and other data to determine areas of learning loss. From this data, PODER/PASS will determine the most important educational needs and strategically plan and allocate resources accordingly.

School administrators will determine the specific resources and programs needed for PODER/PASS to address instructional loss during the COVID-19 pandemic. Input from the school principal has been extremely helpful in identifying obstacles presented through instructional loss, remote learning or other pandemic related barriers.

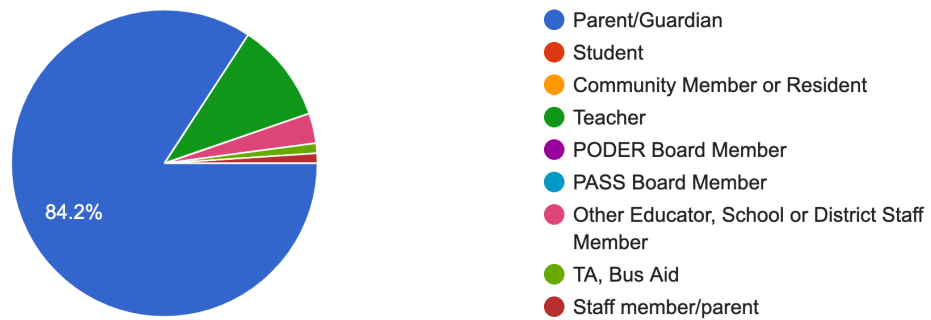
The feedback is examined to determine where they align with the approved use of funds outlined in the Federal legislation. PODER/PASS has prioritized needs based on the direct impact to students but recognize the importance of flexibility as many of the educational impacts are unknown as we move forward.

Stakeholder Survey

PODER/PASS surveyed parents, students, employees and community members to gather their views as plans are developed to deploy resources allocated to PODER/PASS through ARP. A notification was provided with a link to the survey on February 15, 2022.

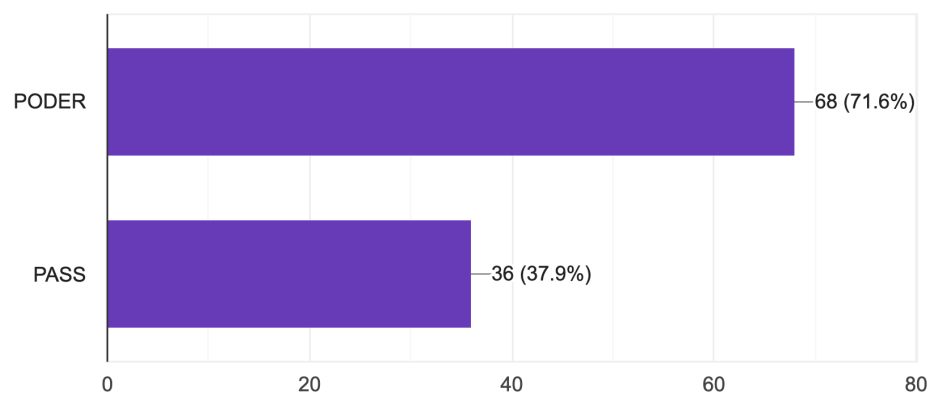
Stakeholder Groups

95 responses



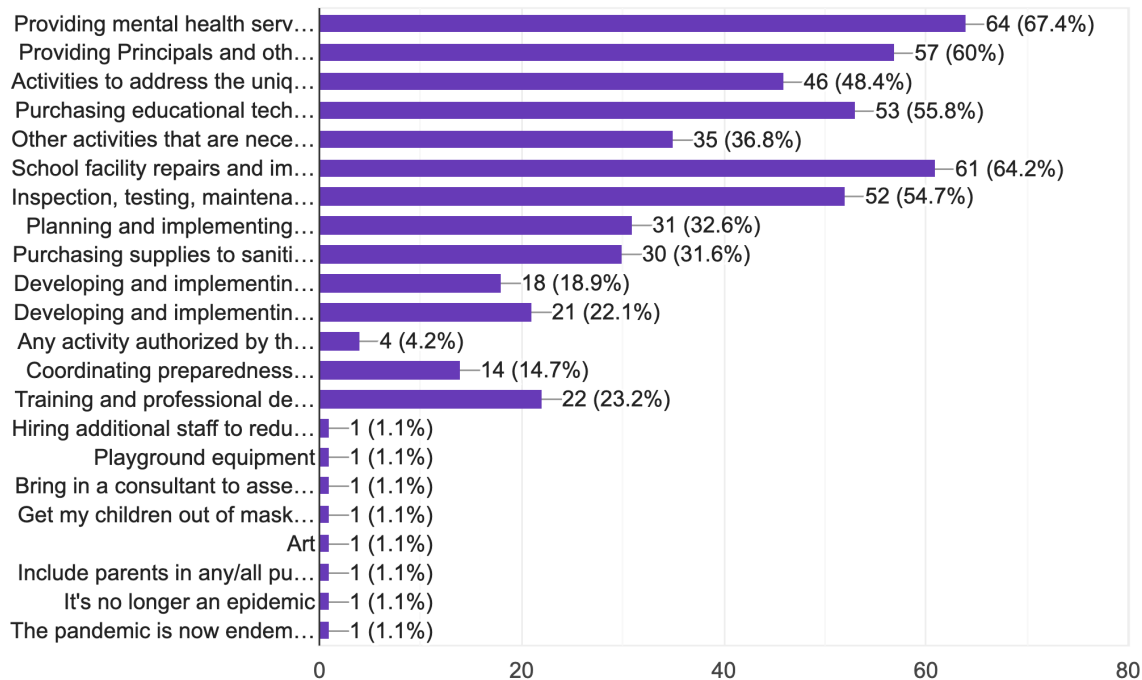
School

95 responses



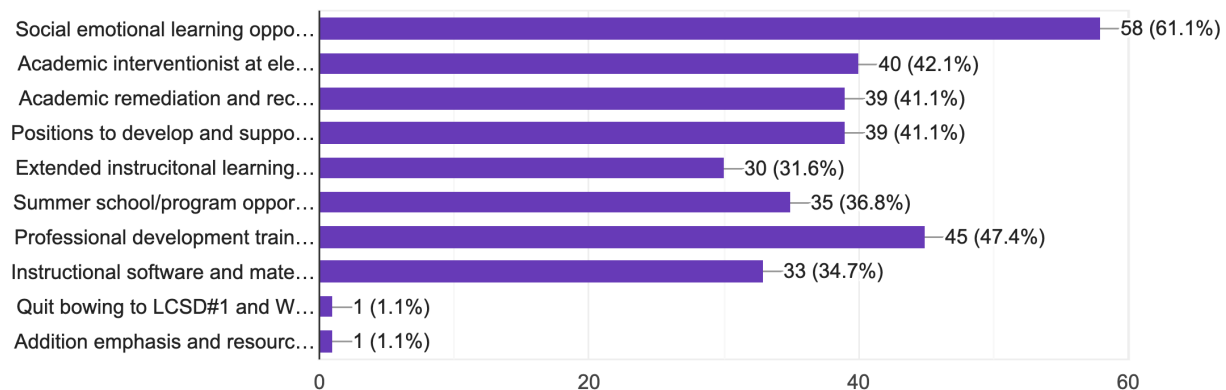
Select at least five areas below that you believe are the most important priorities as PODER & PASS responds to the impact of the COVID-19 pandemic.

95 responses



A minimum of 20% of ARP funding is required to be used to address academic learning loss. Which areas below do you believe will best address the need?

95 responses



An open question was asked of survey respondents for ideas and suggestions on the use of ESSER III funds. Themes emerged across stakeholder groups for an increased focus on upgrading facilities and providing more programming for students. While many recommendations were identified, PODER/PASS is focused on providing opportunities to mitigate learning loss that has occurred during this time.

PODER/PASS will respond to learning loss associated with the COVID-19 pandemic through providing extra tutoring opportunities, after school and on the weekends, as well as hiring more staff to meet the needs of the students. PODER/PASS will also be purchasing supplemental materials and services that are researched based and aligned with Common Core State Standards. These strategies will allow the schools to support vulnerable student populations and families through various methods and at several supporting points throughout the school year.

PODER/PASS is committed to allocating sustainable resources to schools and students, improving teaching and learning, and maintaining in-person instruction for all students and staff.

The proposed expenditures constitute PODER/PASS's plan for spending the ESSER III funds. As we continue to evaluate needs, it is expected that spending plans will need to be adjusted

Program/Category	Description	Est. Amount	Term
Summer/ Winter/ Saturday Tutoring	<p>PODER/PASS will hire staff to provide extra tutoring during the summer breaks, winter breaks, and on Saturdays outside of typical school days. These tutoring days will vary 4-6 hours daily and provide extra support in reading, writing, math, and credit recovery (high school). It is a coordinated step with the comprehensive tutoring program to provide an intensive service throughout the year based on standardized assessments, classroom assessments, and WY-TOPP assessments. Lessons are created and taught by licensed K-6 teachers and paraprofessional support will be used as needed to assist students.</p>	\$142,000	2022-2023 2023-2024
Technology and Digital Resources	<p>PODER/PASS will purchase IXL which is an online learning program that allows students to work on reading, math, science, and social study skills both at school and at home. The classroom teacher also has the ability to monitor the progress and it provides instruction to students who incorrectly answer questions.</p> <p>PODER/PASS will also purchase more technology for students to use both in the classroom and if remote learning is required, as well as upgrade several school areas so that they may be used as alternate classrooms, tutoring areas, and small group instruction.</p>	\$50,000	2022-2023 2023-2024
Support Staffing for Safer Schools	<p>PODER/PASS will have a bus aide on each of the school buses to make sure COVID-19 protocols are being followed by all students to school in the mornings and home from school in the afternoons. Staff support will be increased during the lunch/recess period and at the end of the day to provide support for extra cleaning and assistance with students. PODER/PASS will also have extra staff to ensure coverage when staff are exhibiting COVID-19 or symptoms.</p>	\$30,000	2022-2023 2023-2024

Academic Interventions	PODER/PASS will have teachers working with students after school on Mondays and Tuesdays from 4:00-5:00 to provide extra support in reading, writing, and math. PODER/PASS will also have staff members analyze student academic data in each subject from each grade level to identify and monitor student progress throughout the school year. .	\$130,000	2022-2023 2023-2024
Mental Wellness	The PODER/PASS Social Worker will meet with students on a regular basis to provide social and emotional support to students that are struggling during the COVID-19 pandemic. Additional staff will be used to provide additional outreach to staff and students.	\$71,000	2023-2024
Strategies to Address Workforce Challenges	PODER/PASS will have resources available to help with hiring since there is an extreme shortage of applicants in the education field in Wyoming and across the country. This will include teacher fairs and hiring services as well as retaining a high quality building sub to be used as needed throughout the school year.	\$25,000	2022-2023 2023-2024
PPE and Facility Cleaning	PODER/PASS will use ESSER III funds to procure cleaning and disinfecting supplies and materials, additional PPE, masks or supplies.	\$3,000	2022-2023 2023-2024
	Total	\$465,000	