



ARP Implementation Plan Template

District Carbon County School District #1

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives. Wyoming will receive \$300 million for K-12 funding to be spent before 2024.

This is the district’s plan for spending, in compliance with federal law. **It must be published within 90 days of the ARP application opening.** The below plan must be completed by each public school district receiving funding under the ARP ESSER, developed in concert with stakeholders as detailed below and available for public comment. All funds must be obligated by Sept. 30, 2024. All funds must be liquidated by Dec. 10, 2024. This plan must be provided in formats accessible to parents who speak a language other than English and individuals with disabilities

1. Describe how the LEA will use the mandatory 20% set-aside to address the academic impact of learning loss (note federal statute uses the term, “lost instruction time”) through the implementation of evidence-based interventions such as summer learning or enrichment, extended day, comprehensive after school, or extended school year programs.

Narrative:	Budget:
Overview	
Specific Evidence-Based Interventions (eg., curriculum, assessments) Interventions Support/Professional Development (ADD+Vantage Math, TESA, Co-Teaching training, and paraprofessional training	\$ 280,000.00
Opportunities for Extended Learning (eg., summer school, afterschool) Summer School and Afterschool program	\$ 250,000.00
Equipment and/or Supplies Alternative High School Reprogramming/COVID testing and supplies/Teacher and staff computers/Upgrade Wireless Network	\$ 510,000.00
Other Priorities Not Outlined Above Solution Tree Professional Learning Communities training/Career Educator Position/Keeping teaching staff	\$ 825,000.00
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$ 1,865,000.00

2. Describe how the remaining ARP ESSER funds will be used consistent with statutory requirements (see USED's FAQ, Section A-3 for allowable uses of funds). Please write NA if a category is not applicable to your plan).

Narrative:	Budget:
Overview	
Academic Supports	
Educator Professional Development	
Strategies to Address Workforce Challenges Keeping staffing levels the same	\$ 2,505,681.65
Other Priorities Not Outlined Above	
Total Approximate Budget for Investments in Other Allowed Activities	\$ 2,505,681.65

3. Describe how the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, 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.

Population	Academic	Social, Emotional, and Mental Health
All Students	Carbon #1 will use ESSER funds to work with schools to plan and implement systems and resources	Training for mental health professionals/Family Outreach/Day treatment support
Students from low-income families	Family outreach and support training	
Students of color		
English learners	After school ELL PLC teams	
Students with disabilities		
Students experiencing homelessness		
Children in foster care		
Migratory students		

* If a population was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.

4. Describe how and to what extent ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent [CDC guidance on reopening schools](#)).

Narrative:	Budget:
Overview	
Equipment or Supplies Alternative High School Reprogramming/COVID testing and supplies/Teacher and staff computers/Upgrade Wireless Network	\$ 1,509,000.00
Additional FTE Additional Nurse/Cyber Security Person/Contact Tracer/Restructure Sub Teacher Pool	\$ 385,000.00
Other Priorities Not Out-lined Above Message Therapy/School Resource Officer/Auditorium projector	\$ 287,500.00
Total Approximate Budget for Mitigation Strategies	\$ 2,181,500.00

5. If the school district proposes to use any portion of ARP ESSER funds for renovation, air quality, and/or construction projects, describe those projects below. Each project should be addressed separately. (Districts may add boxes as needed). Please insert NA if this category is not applicable to your plan.

Please also note that these projects are subject to the department's prior approval. For further guidance, see U.S. Department of Education's [FAQs](#) B-6, B-7, B-8 and C-27.

Narrative:	Budget:
Project #1 Agricultural Lab	\$ 350,000.00
Project #2 School exercise facility	\$ 250,000.00
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$ 600,000.00

6. Describe how the school district will use ARP ESSER funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:

- Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years;
- Students who did not participate or participated inconsistently in remote instruction; and
- Students most at risk of dropping out of school.

<p>Overview Carbon #1 will utilize the Professional Learning Communities (PLC) process to analyze and monitor student performance.</p>
<p>Missed Most In-Person Summer and after school programming. Identifying learning loss through "FastBridge" and WY-TOPP</p>
<p>Did Not Participate in Remote Instruction</p>
<p>At Risk for Dropping Out Credit Recovery programming</p>

Part 2: Consultation with Stakeholders

1. Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:

- students;
- families;
- school and district administrators (including special education administrators); and
- teachers, principals, school leaders, other educators, school staff, and their unions.
- tribes;
- civil rights organizations (including disability rights organizations); and
- stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

Carbon #1 has or will conduct surveys, post information on the District website, convene a committee that includes board members, administrators, educational staff and parents. Carbon #1 has held board meetings that included time for public comment. All comments were considered.

2. Provide an overview of how the public stakeholder input was considered in the development of the LEA's plan for ARP ESSER funds.

Students- survey at Cooperative High School.

Families- Parent participation on ESSER Committee.

District Admin- Carbon #1 weekly cabinet meetings, and ESSER Committee participation.

Teacher, Principal, School Board, Teacher Association, and Staff- ESSER Committee participation.

Civil Rights Organization (including disability rights organizations)- Family meetings.

Stakeholders representing incarcerated, underserved ELL- Public Grant meetings and Multi Disciplinary Team (MDT).

Part 3: Monitoring and Reporting

In the space below, the LEA should outline how they will actively monitor their allocations and how they will collect and manage data elements that may be required to be reported by USED; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once they are clarified by the U.S. Department of Education. WDE recognizes that this will be a significant requirement and is working hard to streamline this process to make it less burdensome for districts.

ESSER III Committee meetings will actively track the allocations and collect and manage data elements to monitor the status of the grant and report to the school board.

To facilitate transparency, the department will post the link to each school district's plan on its website. It will be the responsibility of the district to ensure its link remains valid.

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