American Rescue Plan
ESSER Fund
State Level Grants to LEAs

New Jersey Department of Education
Division of Educational Services
Fall 2021
Housekeeping

• The slides will be emailed to all registrants following the presentation.

• To preserve bandwidth, please turn off your cameras and microphones.

• If you have questions during the presentation, please put them in the chat.
Goals for Today’s Presentation

• Provide a brief overview of the ESSER I, II, and III Funds.

• Highlight the Comprehensive Needs Assessment Process.

• Review the grants funded with ARP ESSER State set-aside funds.
  • NJTSS Mental Health Support Staffing Grant.
  • Accelerated Learning Coaching and Educator Support Grant.
  • Comprehensive Beyond School Day Activities Grant.
  • Summer Learning and Enrichment Programs Grant.
Overview of Federal Relief Funds

- New Jersey received over $4 billion in Federal emergency funds including:

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSER I</td>
<td>$310,371,213</td>
</tr>
<tr>
<td>ESSER II</td>
<td>$1,230,971,757</td>
</tr>
<tr>
<td>ARP ESSER</td>
<td>$2,766,529,533</td>
</tr>
<tr>
<td>ARP IDEA</td>
<td>$79,863,122</td>
</tr>
<tr>
<td>ARP HCY</td>
<td>$18,118,224</td>
</tr>
</tbody>
</table>
The Elementary and Secondary School Emergency Relief (ESSER) Fund was established by law in March 2020 with the overall purpose of providing school districts, or Local Educational Agencies (LEAs) with emergency relief funds to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.
ESSER I (CARES Act)

Coronavirus Relief and Economic Security Act (CARES)

• Passed in March 2020

• Created the “Education Stabilization Fund”

• Funded the Elementary & Secondary Schools Emergency Relief Fund (ESSER) and the Governor’s Emergency Education Relief Fund (GEER)

• New Jersey received $310,371,213 in ESSER Funds
ESSER II (CRSSA Act)

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)

• Passed in December 2020

• Further funded the Elementary & Secondary Schools Emergency Relief Fund (ESSER) and the Governor’s Emergency Education Relief Fund (GEER)

• New Jersey received $1,230,971,757 in ESSER II Funds

• Created the Emergency Assistance to Non-Public Schools (EANS) Program
ESSER III (ARP)

• American Rescue Plan Act (ARP)
  • Passed in March 2021
  • Provided $122 billion nationwide for ESSER
  • NJ received $2,755,529,533 in ARP ESSER Funds
  • Required states to submit a plan to the United States Department of Education for approval
NJ’s Total ARP ESSER Allocation: $2,766,529,533

Minimum Direct to LEAs (90%)
$2,489,876,580
- Develop Plan for Safe Return to In-Person Instruction
- At least 20% for learning loss activities that address social, emotional, and academic needs and disproportionate impact on subgroups
- Remaining 80% on wide range of activities: special emphasis on implementing public health protocols consistent with CDC guidance

Maximum State Set-Aside (10%)
$276,652,953

Accelerated Learning (5%)
Summer (1%)
NJTSS (2.5%)
Beyond School Day (1%)
Admin. (0.5%)
Allowable Uses of Funds
## Allowable Uses

### How Can LEAs Use the Funds to Respond to COVID-19

<table>
<thead>
<tr>
<th>Activity</th>
<th>ESSER I</th>
<th>ESSER II</th>
<th>ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anything authorized by ESSA, IDEA, AEFLA, Perkins, and McKinney-Vento</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Coordination of COVID preparedness and response efforts</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Activities for low-income, SWD, EL, racial and ethnic minorities, homeless, and foster</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Developing and implementing procedures and systems</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Training and PD on minimizing spread of infectious diseases</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchasing supplies to sanitize and clean</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Planning for, coordinating, and implementing activities, incl. meals</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Technology for students and staff</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental health services and supports</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Summer learning and supplemental afterschool programs</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Providing principals with resources necessary to address individual needs of schools</td>
<td>Yes*</td>
<td>Yes</td>
<td>Yes*</td>
</tr>
<tr>
<td>Implementing public health protocols</td>
<td>Yes*</td>
<td>Yes*</td>
<td>Yes</td>
</tr>
<tr>
<td>Addressing learning loss (assessments, evidence-based activities, parents, attendance)</td>
<td>Yes*</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>School facility repairs to reduce risk of virus transmission</td>
<td>Yes*</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Air quality improvements</td>
<td>Yes*</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Other activities that are necessary to maintain operation and keep staff employed</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Not explicit in statute, but still allowable

Credit Massachusetts Department of Public Instruction: [https://www.doe.mass.edu/federalgrants/esser/esser3-webinar.pdf](https://www.doe.mass.edu/federalgrants/esser/esser3-webinar.pdf).
ARP ESSER Use of Funds Requirements

LEAs must reserve at least 20% of funds to address learning loss through 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
- Children and youth in foster care
- English learners
- Gender
- Migrant students
- Students experiencing homelessness
ARP ESSER Safe Return Plan
Section 2001(i)(1) of ARP requires each LEA that receives ARP ESSER fund to develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services for all schools.

The NJDOE provided a template for LEAs on the ARP ESSER webpage.
The Safe Return Plan must be submitted in EWEG as part of the ARP ESSER application.

Updates are required every six months.
ARP ESSER Use of Funds Plan
ARP ESSER LEA Use of Funds Plan

- Under an interim final rule published by the US Department of Education each LEA that receives ARP ESSER funds:
  - Must develop and submit to the State,
  - And make publicly available a plan for the use of the LEA’s ARP ESSER funds

<table>
<thead>
<tr>
<th>LEA Plan for Use Of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are to the greatest extent practicable consistent with the most recent CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning; (6 of 2000 maximum characters used)</td>
</tr>
<tr>
<td>2. How the LEA will use the funds it reserves under section 2901(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as summer learning or summer enrichment extended day comprehensive afterschool programs or extended school year; (6 of 2000 maximum characters used)</td>
</tr>
</tbody>
</table>
• The plan must address the impact of COVID-19 on the academic, social, emotional, and mental health needs of all students especially those disproportionately impacted:
Stakeholders must inform

Final ARP ESSER Use of Funds Plan

- Students
- Families
- Administrators
- School Staff
- Unions
- Principals
- Teachers
- Tribal organizations
- Migratory Families Stakeholders
- Homeless and Foster Care Stakeholders
- SWD Stakeholders
- Civil Rights Organizations
- Incarcerated Youth
- ELL Stakeholders
- Unions
- Principals
- School Staff
- Teachers
- Students
- Administrators
- Families
- Tribal organizations
- Civil Rights Organizations
- SWD Stakeholders
- Incarcerated Youth
- ELL Stakeholders
- Migratory Families Stakeholders
- Homeless and Foster Care Stakeholders
Identify Needs for Planning
Identify Needs for Planning
Comprehensive Needs Assessment

• A process, not a one-time event

• Foundation for use of ALL ESSER funds (ESSER I, ESSER II, & ARP ESSER)

• Determine needs, examine root causes, and set priorities for future action

• Expenditures not supported by comprehensive needs assessment are not “necessary, reasonable, and allocable” [Uniform Grant Guidance – 2 C.F.R. Part 200]
Needs Assessment and Continuous Improvement Cycle

1. Identify Local Needs
2. Select Relevant, Evidence-Based Interventions
3. Plan for Implementation
4. Implement
5. Examine and Reflect

Considerations:
- Based on analysis of data and the experiences of those involved, was the intervention successful and should the intervention continue as is, be modified, or be abandoned?
- How can experience with the intervention inform future decision making?

Considerations:
- What evidence do you have of the need? Is there any data?
- What tools, programs or processes are in place that you could build upon to meet the need?

Considerations:
- Local capacity, cost, and sustainability
- Impact (focus on interventions with highest impact in your setting)

Considerations:
- What are the measurable goals associated with the intervention?
- How will implementation and performance be monitored?

Considerations:
- Are implementation timelines being followed? Do they need to be adjusted?
- What are barriers (anticipated and unforeseen) to successful implementation? How can these be addressed?

Phases of Needs Assessment Implementation

Identify Data Sources

Types of Data

- Student Demographics
- Academic Achievement
- School Climate & Culture
- Student Attendance
- College & Career Readiness
- Parent & Family Engagement
- School Operations & Management
- Instructional Data
- Professional Development
- Personnel (Teacher Readiness & Qualifications)
- School Schedules/Course Offerings
- Perceptions/Expectations
- Fiscal (Resource Allocation)

Quantitative Sources of Data

- Surveys
- Focus Groups
- Questionnaires
- Anecdotal Records

Qualitative Sources of Data

- State Assessments
- Benchmark Assessments
- Teacher Generated Assessments
- Classroom Grades & Report Cards
- Lesson Plans & Student Work
- Curriculum & Assessment Materials
State Set-aside Grants to LEAs
NJTSS Mental Health Support Staffing Grant
Why Increase Resources Towards Student Mental Health?

**Survey Data:**
75% of educators strongly agree that social and emotional and mental health support is critical for students.

**Public Health Statistics:**
- 24% increase in mental health related ER visits for ages 5-11.
- 31% increase for ages 12-17.
  (May – Oct 2020)

**Sustained impact:**
- 40% increase in ER visits for ages 12-17 in February-March 2021.

Increased need for social, emotional, or mental health supports for students (e.g., counseling services).
Statewide Distribution of Funds: Based on Need

- 80% of districts demonstrating lesser needs: $45,000
- 15% of districts demonstrating more significant needs: $45,000+
- 5% of districts demonstrating most need: $45,000+$$
At least $45,000 to implement at least one of the following strategies:

- Hire staff to implement Tier 2 and Tier 3 evidence-based mental health interventions.
- Contract with a provider to implement Tier 2 and Tier 3 evidence-based mental health interventions.
- Provide professional development in effective implementation of Tier 2 and Tier 3 services.
New Jersey Tiered System of Supports (NJTSS): A framework for supporting the academic, behavioral, social-emotional, and health needs of all students through a layered continuum of evidence-based practices, interventions, and services.
By looking at academic performance, behavior, and social-emotional functioning, NJTSS seeks to educate the whole child.

School-related mental health concerns can:
- Impact the ability to focus and attend to tasks.
- Reduce the ability to persevere with challenging tasks.
- Lower achievement scores.
- Increase absences.
- Lead to difficulty making friends or maintaining relationships.
- Reduce graduation rates.

NJTSS for Mental Health

• Establishes a system and process for using student-level data to allocate resources in an efficient way.

• Creates an organized set of procedures to assist schools with early detection of mental health concerns.

• Early detection of mental health concerns leads to:
  - Improved academic achievement
  - Reduced disruptions at school

• All students have equitable access to supports.

Alignment of Current Programs

The NJTSS framework helps us organize and align the core components of current programs:

• Universal Design for Learning
• Social and Emotional Learning
• Positive Behavior Supports
• Trauma-informed practices
• Restorative practices
• Culturally-responsive practices

Adapted from CCSSO (2021)
Tier 1: Universal Intervention for Mental Health

- Data driven intervention planning
- Use of prevention practices
  - Mental Health Literacy
  - Social and Emotional Learning (SEL)
  - School Climate Considerations
  - Positive Behavior Interventions and Supports (PBIS)
  - Trauma-informed Practices
  - Family and Community Engagement
- Effective procedures for dealing with mental health concerns
- Progress monitoring
  - Fidelity of implementation
  - Response to intervention

(From School Mental Health Quality Guide, School Health Assessment and Performance Evaluation System (SHAPE))
Tier 2: Secondary Interventions for Mental Health

Tier 1 plus:

- Rapid process for reviewing referral
- Available menu of brief interventions
  - Teach Problem Solving Skills
  - Goal Setting and Tracking
  - Group Interventions
  - Mentoring Programs
  - Check-in Systems
- Progress monitoring
  - Fidelity of implementation
  - Response to intervention

NJ Tiered System of Support

Tier 2
More intensive supports to aid some students
Example Use of Funds

Hire Staff to Support Tier 2 Interventions

Staff Training in:
- Mental Health Literacy
- Recognizing Early Warning Signs
- Strategies to Support Students
- Check-in Programs
- Mentoring

Students Receive Brief/Group Interventions:
- Skill-building Groups (i.e., Social Skills, Problem Solving, Self-Regulation)
- Mentoring Program
- Check-in Check-out

Parents receive training in:
- Mental Health Literacy
- Recognizing Early Warning Signs
- Brief Strategies at Home
Planning Considerations for Tier 2 (1 of 2)

• Invest in a system, district-wide and within school buildings, to track students in need of referral to community-based mental health supports.

• Develop a system, district-wide and within school buildings, to assist school-based personnel with follow-up activities and services.

• Provide certificated staff for home visits to follow-up on students who are identified through early-warning systems.

• Contract with a mental health provider to provide brief individual and group therapeutic services to identified students.
• Provide staff to:
  o Develop and implement mentoring programs.
  o Provide group interventions.
  o Develop and implement check-in/check-out systems.
  o Provide regularly scheduled school skill building groups (i.e.: social skills, problem solving skills, goal setting).
  o Link students who are identified as needing additional social-emotional mental health supports.

• Create partnerships with appropriate mental health providers to perform risk assessments for students in crisis to reduce or eliminate the use of emergency room visits for students with mental health needs and to directly link the student(s) to appropriate community-based services.
Tier 3: Intensive Interventions to Address Significant Needs

Tiers 1 and 2 plus:
- Individualized assessment of mental health needs
- Coordination with outside resources (as needed)
- Progress monitoring
- Fidelity of implementation
- Response to intervention

NJ Tiered System of Support

Tier 3
Most intensive supports to aid few students
Example Use of Funds

Contracting with a Community Provider to Deliver Tier 3 Interventions

Staff Receive Training in:
- Mental Health Literacy
- Recognizing Early Warning Signs
- Strategies to Support Students

Students Receive Intensive Interventions:
- Individual Counseling
- Individual Behavior Assessment and Plan
- Home Visits and/or Family Counseling

Parents receive training in:
- Mental Health Literacy
- Recognizing Early Warning Signs
- Individualized, Home-based Strategies
- Family Counseling
Planning Considerations for Tier 3

- Fund staff to individually assess students who are identified as having significant behavioral needs, develop behavior plans, and consult with teachers and support staff responsible for implementing the plans.

- Contract with a mental health provider to provide individual and group therapeutic services to identified students.

- Contract with community agencies to provide family therapy and support to identified students.

- Fund district mental health staff to provide summer gap services (e.g., individual, group, and/or family therapy).
Planning Considerations for Professional Development

• Identify relevant professional development opportunities for I & RS team members to increase the team’s ability to develop plans for Tier 2 and Tier 3 behavior interventions.

• Support CST implementation of individualized interventions with additional training or certifications.

• Provide more intensive training to counselors and/or CST in methods to identify students exhibiting signs of depression or suicidality.

• Provide training to establish or enhance the skills of a crisis intervention team.

• Provide training and technical assistance to educators in order to support students transitioning back from out-of-school settings for Tier 3 interventions as they return to in-person learning.

• Pay for coverage in order to provide for release time so educators could receive training on mental health topics.
"We expanded upon relationship with a Medicaid provider to provide services to non-Medicaid eligible students."

"In order to improve upon our tracking of both academic and behavioral interventions, we purchased a Response to Intervention software package."

"To support staff wellness, we contracted with a part-time licensed social worker to provide confidential assistance to our personnel."

"To provide equitable access to mental health services, we contracted with a regional service provider that specializes in working with refugee and migrant families."

"To address students in crisis, we contracted with a local service provider to do individual risk assessments for referred students instead of sending students to the ER."
Additional Resources

• **NJDOE: Quick Reference Mental Health Guide**
  - Provides considerations and links to resources for each Tier of a multi-tiered system of supports (NJTSS)

• **Center for Excellence for Infant & Childhood Mental Health Consultation**

• **National Center for Pyramid Model Innovations**

• **National Center for School Mental Health**

• **Mental Health Technology Transfer Center**

• **NJ Department of Children and Families: Children’s Interagency Coordinating Councils**

• **NJ Youth Services Commission**
Grants Supporting Teaching and Learning
Interim assessment results showed 37% of NJ Students are performing below grade-level. Disaggregated (ELA | Math):

- 27% | 28% White students
- 51% | 56% Black students
- 52% | 52% Hispanic students
- 18% | 16% Asian students
- 54 - 65% SWD, ELL, Homeless children and youths

Input themes from 35 NJ stakeholders and residents

- Support an array of enriching activities spanning impacted content and enhancing the learning ecosystem.
- Foster interdisciplinary, sustainable, and cross-sector approaches to address students’ academic, social, emotional, and health equitably.
## Grants Supporting Teaching and Learning

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Learning Coaching and Educator Support Grant</td>
<td>• For professional learning on the State’s Learning Acceleration Guide.</td>
</tr>
<tr>
<td>Evidence-based Comprehensive Beyond School Day Activities Grant</td>
<td>• For comprehensive out-of-school time activities extending school-day learning.</td>
</tr>
<tr>
<td>Evidence-based Summer Learning and Enrichment Activities Grant</td>
<td>• For activities extending learning during the Summer.</td>
</tr>
</tbody>
</table>
### Teaching and Learning Grant Uses

<table>
<thead>
<tr>
<th>Accelerated Learning Coaching and Educator Support Grant</th>
<th>Evidence-based Comprehensive Beyond School Day Activities Grant</th>
<th>Evidence-based Summer Learning and Enrichment Activities Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least $50,000 for staff coaching on topics including:</td>
<td>At least $40,000 for afterschool time activities including:</td>
<td>At least $40,000 for summer time learning activities including:</td>
</tr>
<tr>
<td>• Teaching and learning that fosters the social and emotional well-being of students, families, and educators.</td>
<td>• Extending school-day learning opportunities for students (credit and non-credit bearing coursework).</td>
<td>• Extending learning opportunities for students in the Summer (credit and non-credit bearing coursework).</td>
</tr>
<tr>
<td>• Improving equitable access to grade-level content and high-quality resources for each student.</td>
<td>• Tutoring and homework support.</td>
<td>• Project-based and experiential Learning.</td>
</tr>
<tr>
<td>• Prioritizing the depth of instruction rather than the pace.</td>
<td>• Re-socializing activities.</td>
<td>• Re-socializing activities.</td>
</tr>
<tr>
<td>• Implementing an accelerated learning cycle to identify and address gaps.</td>
<td>• Training programs for staff and families supporting student’s extended school-day.</td>
<td>• Training programs for staff and families supporting student’s extended school-day.</td>
</tr>
</tbody>
</table>
LEA's state aid amount prioritizes lower grade bands, limited English proficient students, and students eligible for free or reduced-price lunch calculated using The New Jersey's School Funding Reform Act.
Towards Education Reimagination

• How can grant money be used to propel students to greater levels of achievement emerging from the pandemic?

• What does beyond traditional in-school, afterschool and summer activities look and feel like for all stakeholders?

• How can we promote an interdisciplinary approach to learning, and deepen project-based and experiential learning?

• What partnerships need expansion to realize enhanced teaching and learning experiences in and outside of the classroom?
Examples In Practice

Accelerated Learning Coaching and Educator Support Grant

Hamilton Township School District has implemented a home visit program. School administrators, counselors, and teachers make home visits and have positive interactions with students throughout the year.

Evidence-based Comprehensive Beyond School Day Activities Grant

Elizabeth Public School: Extended day activities supporting students and families via small group gathering, individualized supports, and used a virtual personalized learning platform.

Evidence-based Summer Learning and Enrichment Activities Grant

New Brunswick Public Schools developed inquiry-base summer programs for all learners with a focus on accelerating learning via exploring new ideas and developing solutions to real-world problems.
Other District Examples

“Developed the SEL Impact Program that partners with caregivers and staff to identify and address the unique mental health needs of each student.”

“Summer Bridge Program that review of content from the current grade level and a preview of content from the next grade level.”

“Established a research collaboration aimed at addressing learning gaps, providing grade-level content, and promoting positive school climate.”

“Data-integrated instructional coaching where each building has its own coach that meets regularly with staff.”
Grants Supporting Teaching and Learning Application Assistance
Application Question:

Describe your evidence-based plan for the grant. Your description must include:

• A narrative of the plan and any relevant timelines;

I. The plan’s approach to specifically address the disproportionate impact of COVID-19 on certain student groups;

II. The plan’s approach to respond to the academic, social, emotional, and mental health needs of students; and

III. The extent to which you will conduct ongoing evaluations with stakeholders to assess the impact and effectiveness of the plan.

Response Considerations:

• Is the plan responsive to the unique and shared academic, social, emotional, and mental health needs of students?

• Is the plan equitably serving all students based on the pandemic’s disproportionate impact on vulnerable student groups explicitly?

• How is success defined and continually assessed fostering an informed and adaptive plan?

• How does the plan collaborate with and support all stakeholders throughout the timeline?
Application Question:
The ESEA (Section 8101(21)) defines an evidence-based...Select the tiers that best capture your plan (check all that apply), and describe the rationale for the selection, including any relevant citation or URL.

- **Tier 1**: Strong evidence from at least one well-designed and well-implemented experimental study.
- **Tier 2**: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.
- **Tier 3**: Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
- **Tier 4**: Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Response Considerations:

- Share the justification of your plan and it’s likelihood to succeed?
- If based on **Tier 1, 2, or 3** evidence, briefly explain the level the evidence and your reasoning of its use and relevance, including a citation or URL to the related study(s).
- If based on **Tier 4 evidence**, briefly explain the reasoning of the plan based on a credible rationale model or study, including a URL to the relevant model in use or of the ongoing research on the plan.
Planning Resources For Consideration

- Planning Resources for Accelerated Learning Coaching and Educator Support Grant.

- Planning Resources for Evidence-based Summer Learning and Enrichment Activities Grant.

- Planning Resources for Evidence-based Comprehensive Beyond the School Day Activities Grant.
### Planning Resources Snapshot

<table>
<thead>
<tr>
<th>Activity Dimension</th>
<th>Supportive Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Evidence-based Considerations for COVID-19 Reopening and Recovery Planning: Summer Learning with Academic and Non-Academic Activities</td>
</tr>
<tr>
<td>Evidence-based Approaches</td>
<td>Selecting Evidence-Based Practices for Tiers 1, 2, and 3: Navigating Clearinghouses and Databases</td>
</tr>
<tr>
<td>Scheduling</td>
<td>The Education Trust: Expanded Learning Time</td>
</tr>
<tr>
<td>Curriculum Priorities</td>
<td>New Jersey’s Learning Acceleration Guide</td>
</tr>
<tr>
<td>Equity And Access</td>
<td>New Jersey’s Educational Equity</td>
</tr>
<tr>
<td>Health, Nutrition, And Safety</td>
<td>New Jersey’s School Year 2021-2022 Health and Safety Guidance</td>
</tr>
<tr>
<td>Social and Emotional Learning</td>
<td>New Jersey’s Social and Emotional Learning</td>
</tr>
<tr>
<td>Generalized Supports</td>
<td>CCSSO: Restart and Recovery Considerations for Teaching and Learning</td>
</tr>
</tbody>
</table>
Grants Supporting Teaching and Learning

Accelerated Learning Coaching and Educator Support

Evidence-based Comprehensive Beyond School Day Activities

Evidence-Based Summer Learning and Enrichment Activities

Empowering Possibilities to Engage, Recover, and Reimagine Education in New Jersey
Coordination of ESSER Funds and Grants
Coordinating ESSER Funds by Expiration Date

<table>
<thead>
<tr>
<th>ESSER I</th>
<th>ESSER II</th>
<th>ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use: Pivoting Education for Pandemic Pedagogy.</td>
<td>Use: ESSER I &amp; Addressing Learning Loss, and Enhancing Air and Building Quality, with services to nonpublic schools, and learning loss reporting.</td>
<td>Use: ESSER I, II, and Safe Return to Schools.</td>
</tr>
<tr>
<td><strong>Federal Grants for LEAs (March 2020)</strong></td>
<td><strong>Federal Grants for LEAs (March 2021)</strong></td>
<td><strong>Federal Grants for LEAs (May 2021)</strong></td>
</tr>
<tr>
<td>Expiration Date (Including 12-Month Carryover via Tydings Amendments): <strong>September 30, 2022</strong></td>
<td><strong>State Grants For LEAs (Due June 1, 2021)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Learning Acceleration</td>
<td>1. NJTSS Mental Health Support Staffing</td>
<td>• Note: At least 20% of an LEA's funds for addressing the academic impact of COVID19</td>
</tr>
<tr>
<td>2. Mental Health Support and Services</td>
<td>2. Accelerated Leaning Coaching and Educator Support</td>
<td><strong>State Grants For LEAs (Due June 1, 2021) (Due November 24, 2021)</strong></td>
</tr>
<tr>
<td>**Expiration Date (Including 12-Month Carryover via Tydings Amendments): <strong>September 30, 2023</strong></td>
<td>3. Evidence-based Summer Learning and Enrichment Activities</td>
<td>1. NJTSS Mental Health Support Staffing</td>
</tr>
<tr>
<td></td>
<td>**Expiration Date (Including 12-Month Carryover via Tydings Amendments): <strong>September 30, 2024</strong></td>
<td>3. Evidence-based Summer Learning and Enrichment Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Evidence-based Comprehensive Beyond the School Day Activities</td>
</tr>
</tbody>
</table>
# Coordinating ESSER Funds for Academic and SEL Needs

## Priority Areas

<table>
<thead>
<tr>
<th>Priority Areas</th>
<th>ESSER I</th>
<th>ESSER II</th>
<th>ESSER III</th>
<th>ESSER II State Set-aside Grants</th>
<th>ESSER III State Set-aside Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Acceleration Professional Learning</td>
<td>Yes*</td>
<td>Yes</td>
<td>Yes</td>
<td>Learning Acceleration Grant</td>
<td>Accelerated Learning Coaching and Educator Support Grant</td>
</tr>
<tr>
<td>Out-Of-School Time Activities</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Learning Acceleration Grant</td>
<td>Evidence-based Comprehensive Beyond School Day Activities Grant</td>
</tr>
<tr>
<td>Summer Time Activities</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Learning Acceleration Grant</td>
<td>Evidence-based Summer Learning and Enrichment Activities Grant</td>
</tr>
<tr>
<td>Mental Health Professional Learning</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Mental Health Support and Services Grant</td>
<td>NJTSS Mental Health Support Staffing Grant &amp; Accelerated Learning Coaching and Educator Support Grant</td>
</tr>
<tr>
<td>Mental Health Programs</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Mental Health Support and Services Grant</td>
<td>NJTSS Mental Health Support Staffing Grant</td>
</tr>
<tr>
<td>General Use Responding to COVID-19</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>See Allowable Uses</td>
<td>See Allowable Uses</td>
</tr>
</tbody>
</table>

*Not explicit in statute, but still allowable
WestEd: Ramping Fund Usage Strategy

Credit: West-Ed-Meeting the Moment How Education Leaders Can Maximize Federal COVID Relief Aid to Support More Equitable Student Learning
WestEd: Considerations to Maximize the Impact

1. Plan for change.
2. Think about the use of relief funding in phases.
3. Focus on moving the big boulders.
4. Direct resources to students with the greatest need.
5. Make intentional and innovative investments in staffing that do not create long term fiscal obligations.
6. Plan for sustainability while investing one-time funding.
7. Maximize investments through interagency collaboration.
8. Track, report, and disseminate fund use information to stakeholders.
Maximizing Federal Funds to Accelerate Learning and Address Mental Health Needs

<table>
<thead>
<tr>
<th>Supporting student academic needs with a wide range of services that address disrupted learning.</th>
<th>Elementary and Secondary Education Act (ESEA)</th>
<th>Adult Education and Family Literacy Act</th>
<th>Higher Education Act (HEA) Education Act</th>
<th>Individuals with Disabilities Education Act</th>
<th>Carl D. Perkins Career and Technical Assistance Act</th>
<th>Other early childhood funding sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use multiple data sources to identify gaps in student knowledge and skills to quickly remediate and address needs.</td>
<td>Title I-A</td>
<td>Title I-C</td>
<td>Title II-A</td>
<td>Title II-B</td>
<td>Title IV-A</td>
<td>Title IV-B</td>
</tr>
<tr>
<td>Supporting students' social and emotional needs in the time of COVID.</td>
<td>Title I-A</td>
<td>Title I-C</td>
<td>Title II-A</td>
<td>Title II-B</td>
<td>Title IV-A</td>
<td>Title IV-B</td>
</tr>
<tr>
<td>Collaborate with extended/summer learning staff and community partners to meet students' academic, social, and emotional needs</td>
<td>Title I-A</td>
<td>Title I-C</td>
<td>Title II-A</td>
<td>Title II-B</td>
<td>Title IV-A</td>
<td>Title IV-B</td>
</tr>
<tr>
<td>Partner and engage with community stakeholders, including parents and caregivers, to meet students' academic, social and emotional needs.</td>
<td>Title I-A</td>
<td>Title I-C</td>
<td>Title II-A</td>
<td>Title II-B</td>
<td>Title IV-A</td>
<td>Title IV-B</td>
</tr>
<tr>
<td>Acknowledge and support needs of specific populations of students, such as ELL, special education, homeless, migrant, etc.</td>
<td>Title I-A</td>
<td>Title I-C</td>
<td>Title II-A</td>
<td>Title II-B</td>
<td>Title IV-A</td>
<td>Title IV-B</td>
</tr>
<tr>
<td>Provide high-quality evidence-based professional development to help all staff meet students' needs.</td>
<td>Title I-A</td>
<td>Title I-C</td>
<td>Title II-A</td>
<td>Title II-B</td>
<td>Title IV-A</td>
<td>Title IV-B</td>
</tr>
<tr>
<td>Develop/expand programs to grow the pipeline of diverse educators and staff.</td>
<td>Title I-A</td>
<td>Title I-C</td>
<td>Title II-A</td>
<td>Title II-B</td>
<td>Title IV-A</td>
<td>Title IV-B</td>
</tr>
<tr>
<td>Invest in facilities improvements, particularly those that improve both the health and learning environments of classrooms and buildings.</td>
<td>Title I-A</td>
<td>Title I-C</td>
<td>Title II-A</td>
<td>Title II-B</td>
<td>Title IV-A</td>
<td>Title IV-B</td>
</tr>
<tr>
<td>Provide for COVID prevention and other public health needs.</td>
<td>Title I-A</td>
<td>Title I-C</td>
<td>Title II-A</td>
<td>Title II-B</td>
<td>Title IV-A</td>
<td>Title IV-B</td>
</tr>
<tr>
<td>Purchase/support technological infrastructure.</td>
<td>Title I-A</td>
<td>Title I-C</td>
<td>Title II-A</td>
<td>Title II-B</td>
<td>Title IV-A</td>
<td>Title IV-B</td>
</tr>
</tbody>
</table>
Important Dates

• ARP ESSER Application Deadline - **November 24th, 2021**

• Monitoring
  
  • ESSER funds will be monitored as part of the Collaborative Monitoring process (both onsite and desk monitoring).

• ESSER Performance Report
  
  • Data related to the use of funds will be collected and reported in the annual performance report.
New Jersey Department of Education Website

nj.gov/education

https://www.nj.gov/education/esser/arp/

Email Questions to: ESSER@doe.nj.gov

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