New Jersey Department of Education

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:

ESSER I	$310,371,213
ESSER II	$1,230,971,757
ARP ESSER	$2,766,529,533
ARP IDEA	$79,863,122
ARP HCY	$18,118,224

ESSER Overview

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

ARP ESSER: New Jersey Details

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

***Not explicit in statute, but still allowable**

Credit: Massachusetts Department of Public Instruction. ESSER III Fund grant (PDF), Retrieved from: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:

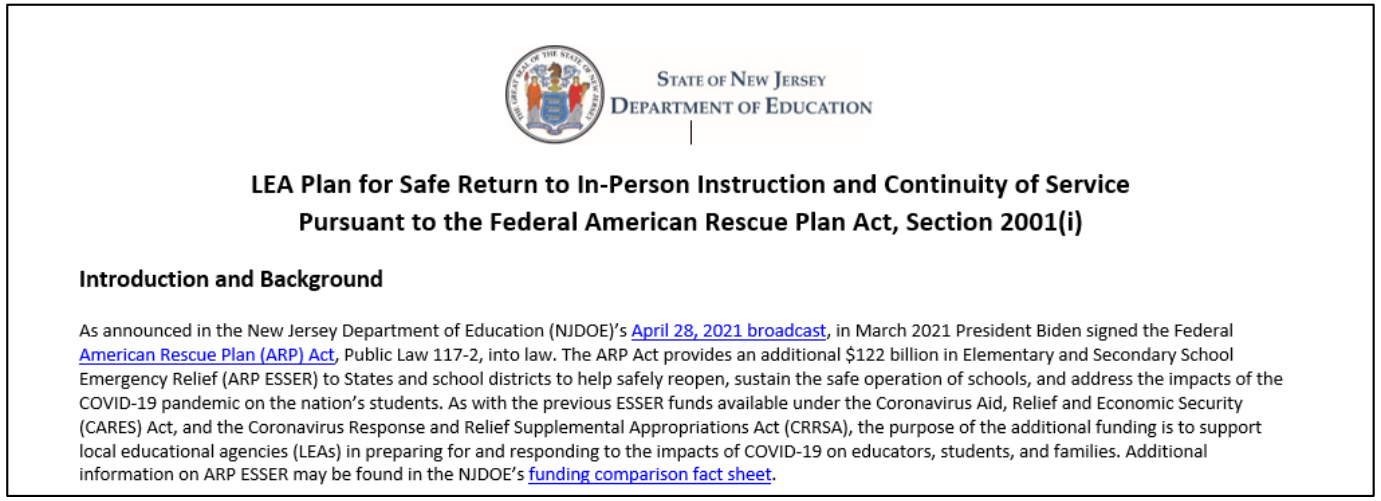
- Each major racial and ethnic group
- Children from low-income families
- Children with disabilities
- Children and youth in foster care
- English learners
- Gender
- Migrant students
- Students experiencing homelessness

ARP ESSER Safe Return Plan

ARP ESSER LEA Safe Return to In-Person Instruction 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 titled "**LEA Plan for Safe Return to In-Person Instruction and Continuity of Service Pursuant to the Federal America Rescue Plan Act, Section 2001 (i)**": Safe Reopening Plan Template (Word)



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

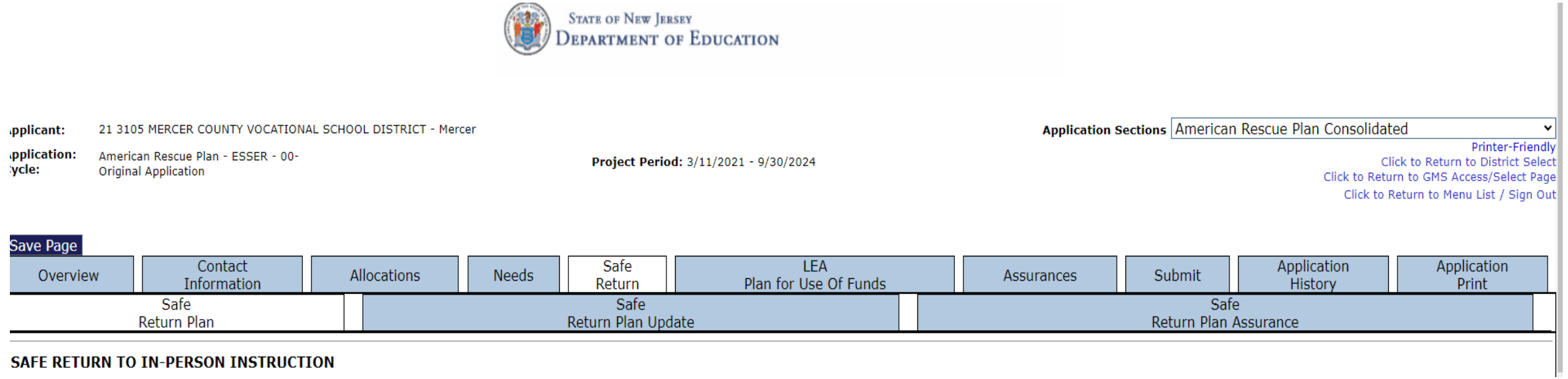
LEA Plan for Safe Return to In-Person Instruction and Continuity of Service Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

Introduction and Background

As announced in the New Jersey Department of Education (NJDOE)'s April 28, 2021 broadcast, in March 2021 President Biden signed the Federal American Rescue Plan (ARP) Act, Public Law 117-2, into law. The ARP Act provides an additional $122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. Additional information on ARP ESSER may be found in the NJDOE's funding comparison fact sheet.

ARP ESSER Safe Return to In-Person Instruction Plan

- The Safe Return Plan must be submitted in EWEG as part of the ARP ESSER application.
- Updates are required **every six months.**

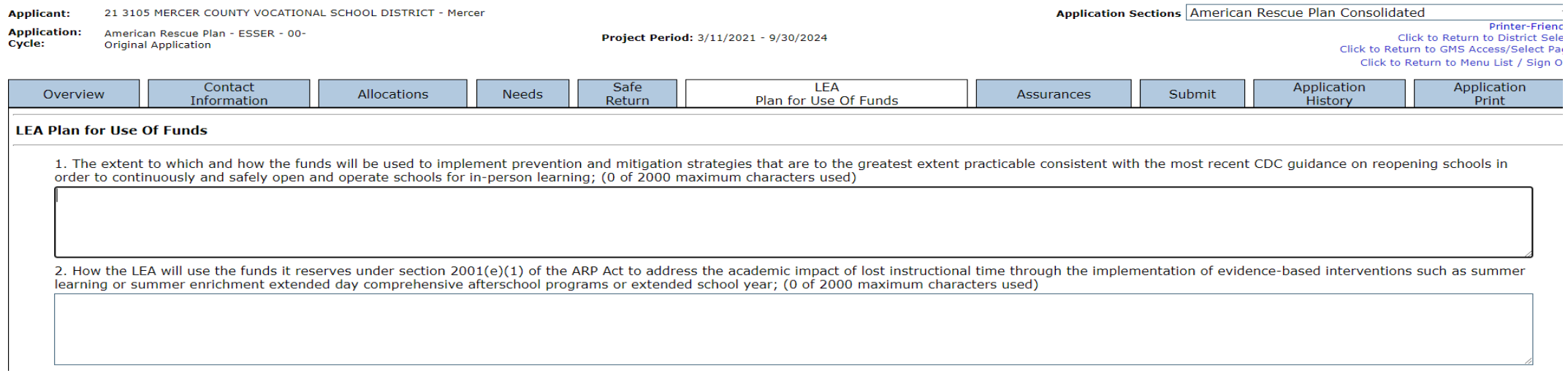


ARP ESSER Use of Funds Plan

ARP ESSER LEA Use of Funds Plan

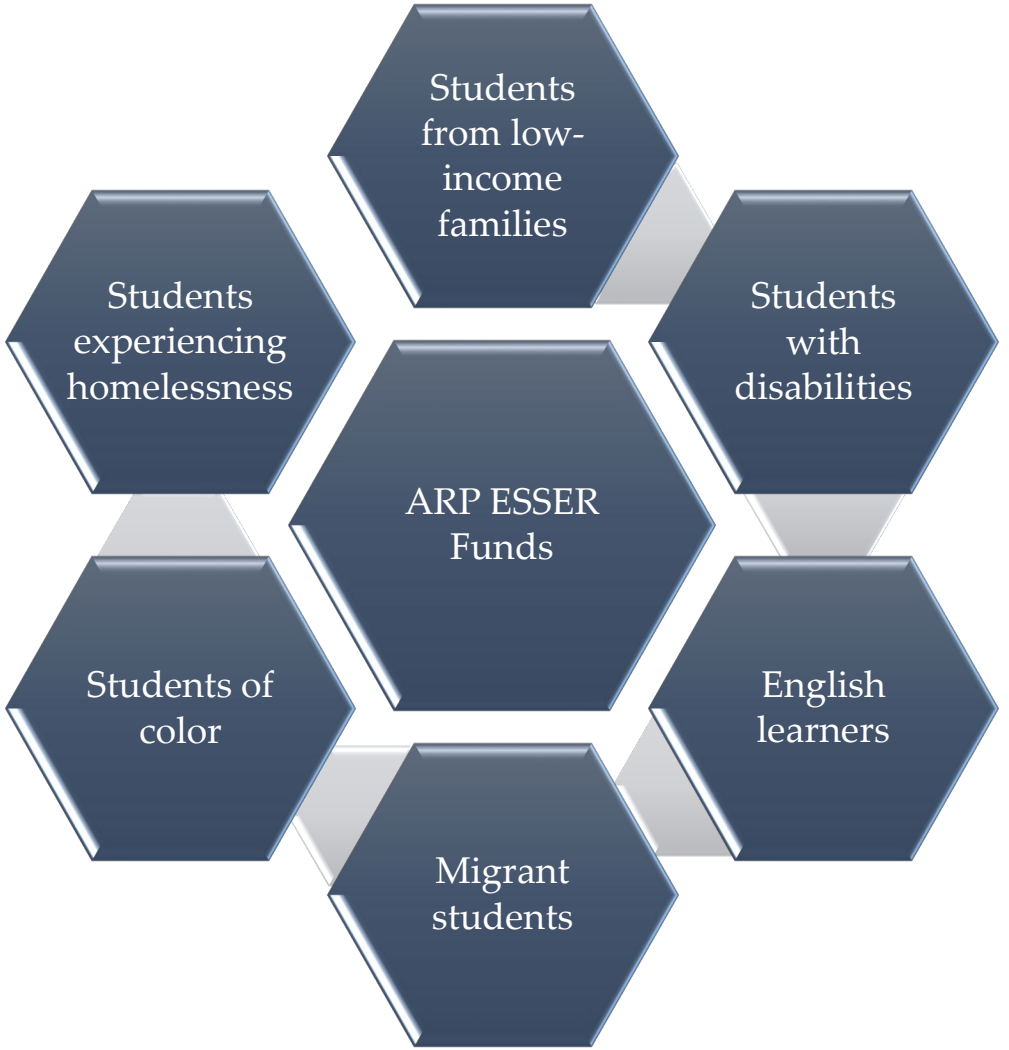
Under an interim final rule published by the US Department of Education each LEA that receives ARP ESSER funds:

- Must develop and submit to the State,
- And make publicly available a plan for the use of the LEA's ARP ESSER funds



ARP ESSER LEA Use of Funds Plan (1 of 2)

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:



ARP ESSER Use of Funds Plan (2 of 2)

Identify Needs for Planning

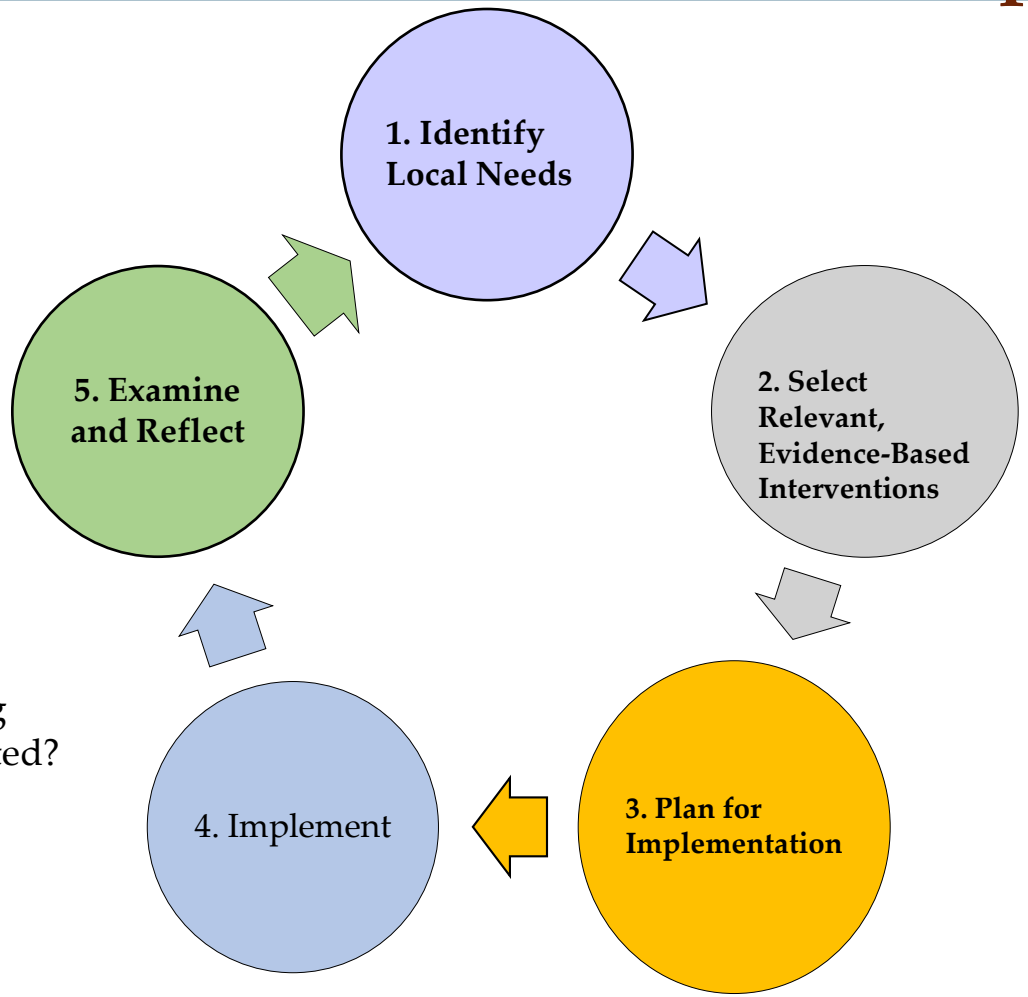
Comprehensive Needs Assessment

- 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

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:
- 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?



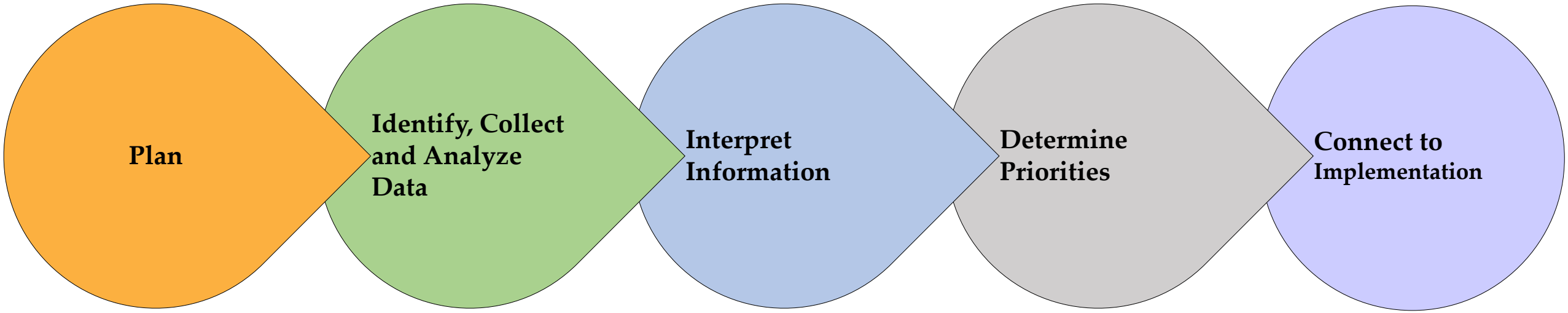
Considerations:
- What evidence do you have of the need? Is there any data?
- What tools, programs or processes are in place that you could build upon to meet the need?

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?

Source: USED State Support Network. (2018). Needs assessment guidebook: Supporting the development of district and school needs assessments. Washington, DC: American Institutes for Research. Retrieved from https://oese.ed.gov/files/2020/10/needsassessmentguidebook-508_003

Phases of Needs Assessment Implementation



Source: USED State Support Network. (2018). *Needs assessment guidebook: Supporting the development of district and school needs assessments. Washington, DC:* American Institutes for Research. Retrieved from https://oese.ed.gov/files/2020/10/needsassessmentguidebook-508_003.pdf

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

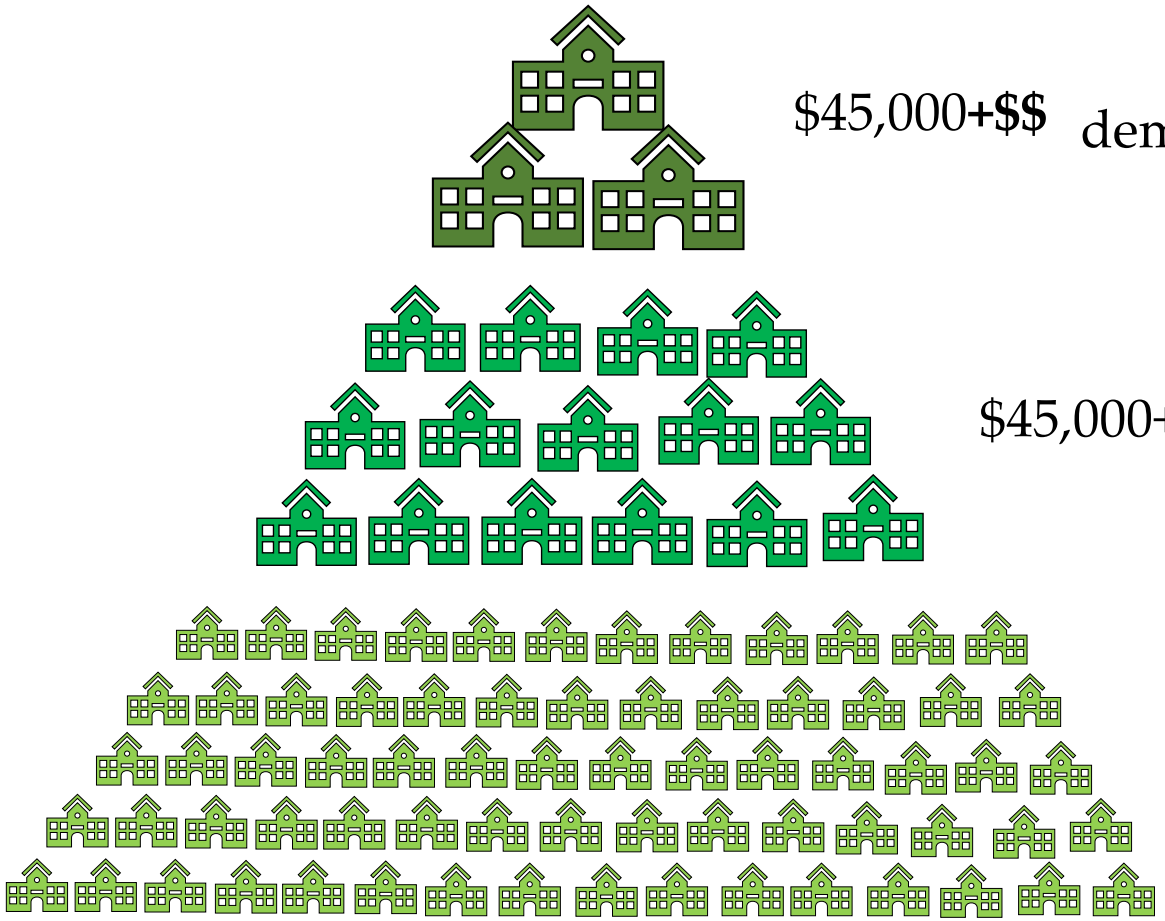
NJTSS Mental Health Support Staffing Grant

Why Increase Resources Towards Student Mental Health?

Survey Data	Public Health Statistics	Sustained Impact
75% of educators strongly agree that social and emotional and mental health support is critical for students.	• 24% increase in mental health related ER visits for ages 5– • 11. • 31% increase for ages 12-17. (May – October 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



$45,000+**$$** — 5% of districts demonstrating most need

$45,000+$ — 15% of districts demonstrating more significant needs

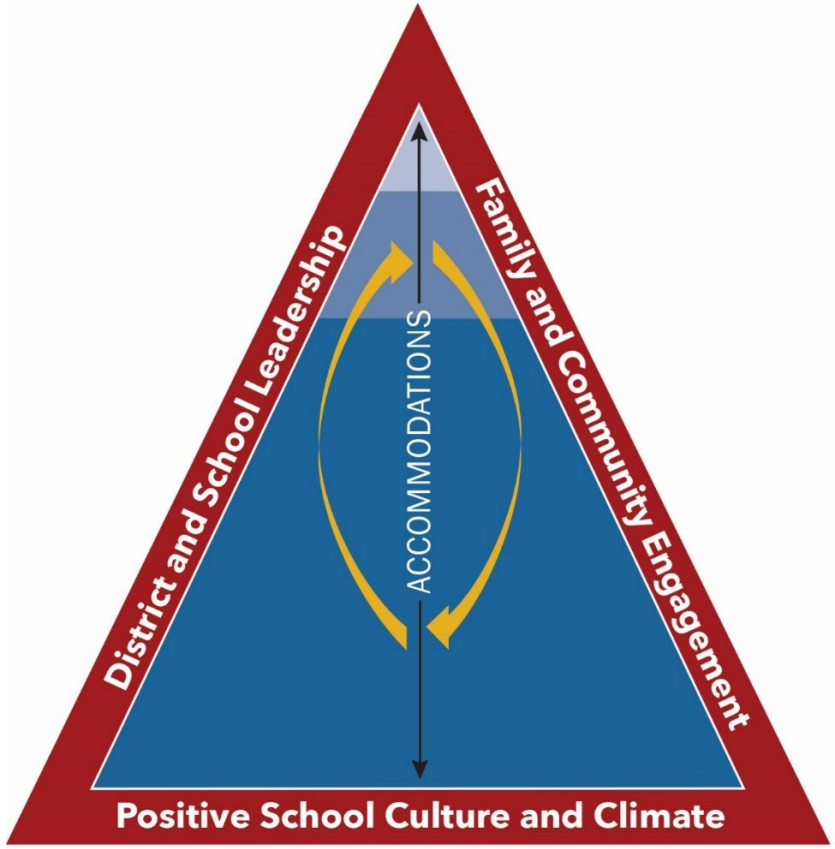
$45,000 — 80% of districts demonstrating lesser needs

NJTSS Mental Health Support Staffing Grant Uses

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.

NJTSS: Defined



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.

NJTSS: Educating the Whole Child

- 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.

Gregory, A., Skiba, R. J., & Noguera, P. A. (2010)

NJTSS for Mental Health

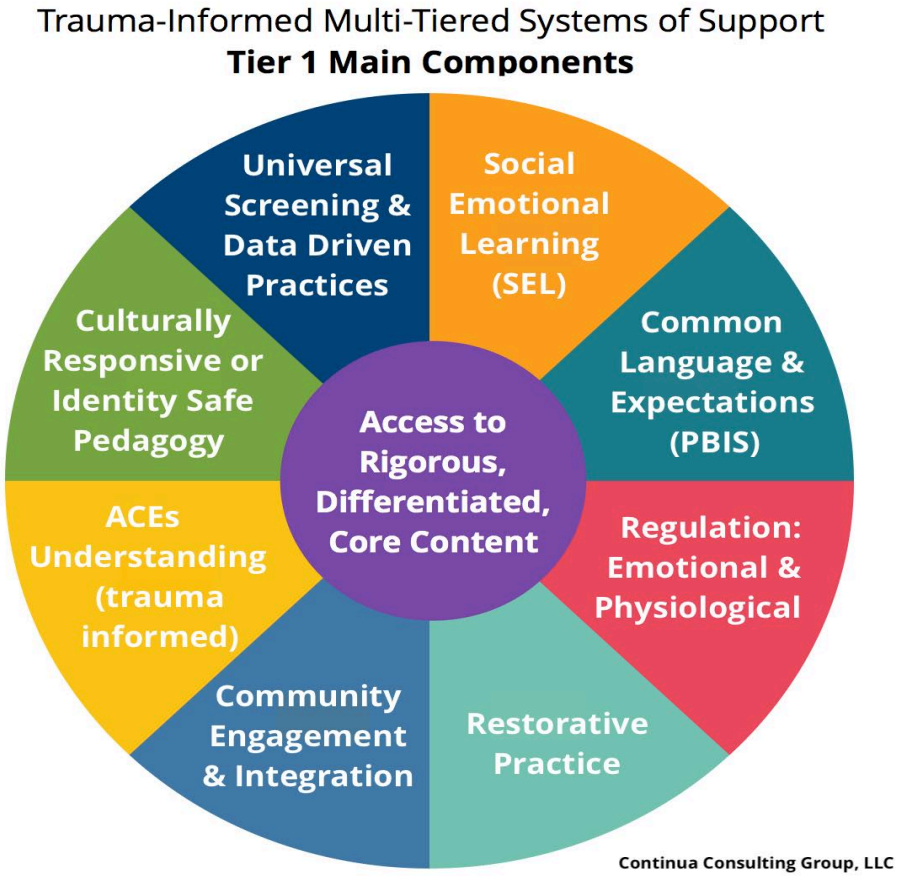
- Establishes a system and process for using student-level data to allocate resources in an efficient way.
- Creates an organized set of procedures to assist schools with early detection of mental health concerns.
- Early detection of mental health concerns leads to:
  - Improved academic achievement
  - Reduced disruptions at school
- All students have equitable access to supports.

Retrieved from: Baskin, T. W., Slaten, C. D., Sorenson, C., Glover-Russell, J., & Merson, D. N. (2010) Does youth psychotherapy improve academically related outcomes? A meta-analysis. Journal of Counseling PSYCHOLOGY, 57, 290-296. DOI:10.1037/A0019652

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

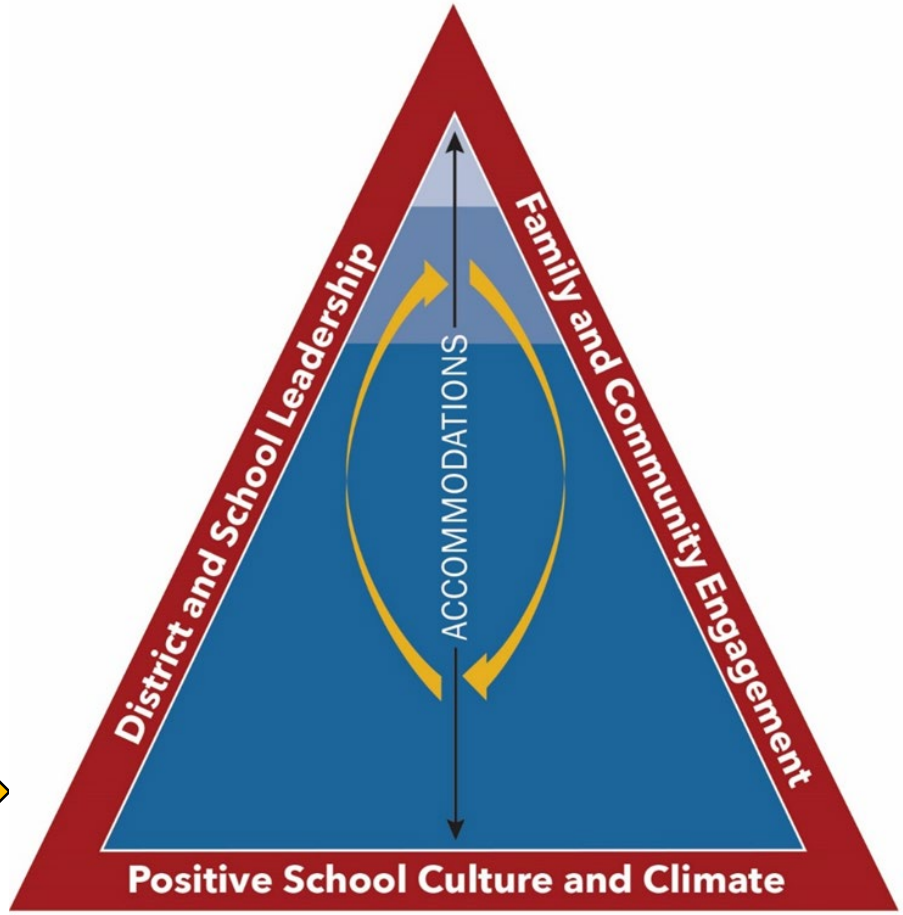


Adapted from CCSSO (2021), Foundational Principals for Integrating SEL into MTSS

NJ Tiered System of Support

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

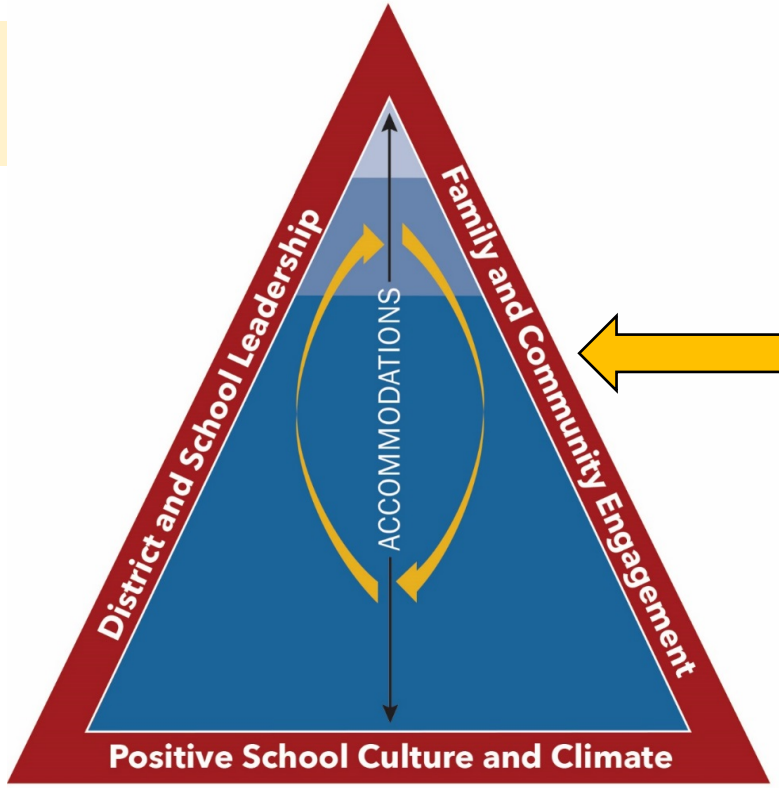


From School Mental Health Quality Guide, School Health Assessment and Performance Evaluation System (SHAPE))

NJ Tiered System of Support continued…

Tier 2

More intensive supports to aid **some** students



- **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

Example Use of Funds: Tier 2

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

Retrieved from NJ ESSER II Mental Health Allocation Allowable Uses for Funding: Elementary and Secondary School Emergency Relief II Funds: Mental Health Allocation: Guidance for Allowable Uses of Funding

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.

Retrieved from: NJDOE CARES Act Elementary and Secondary School Emergency Relief (ESSER-II Plaining and Considerations

Planning Considerations for Tier 2 (2 of 2)

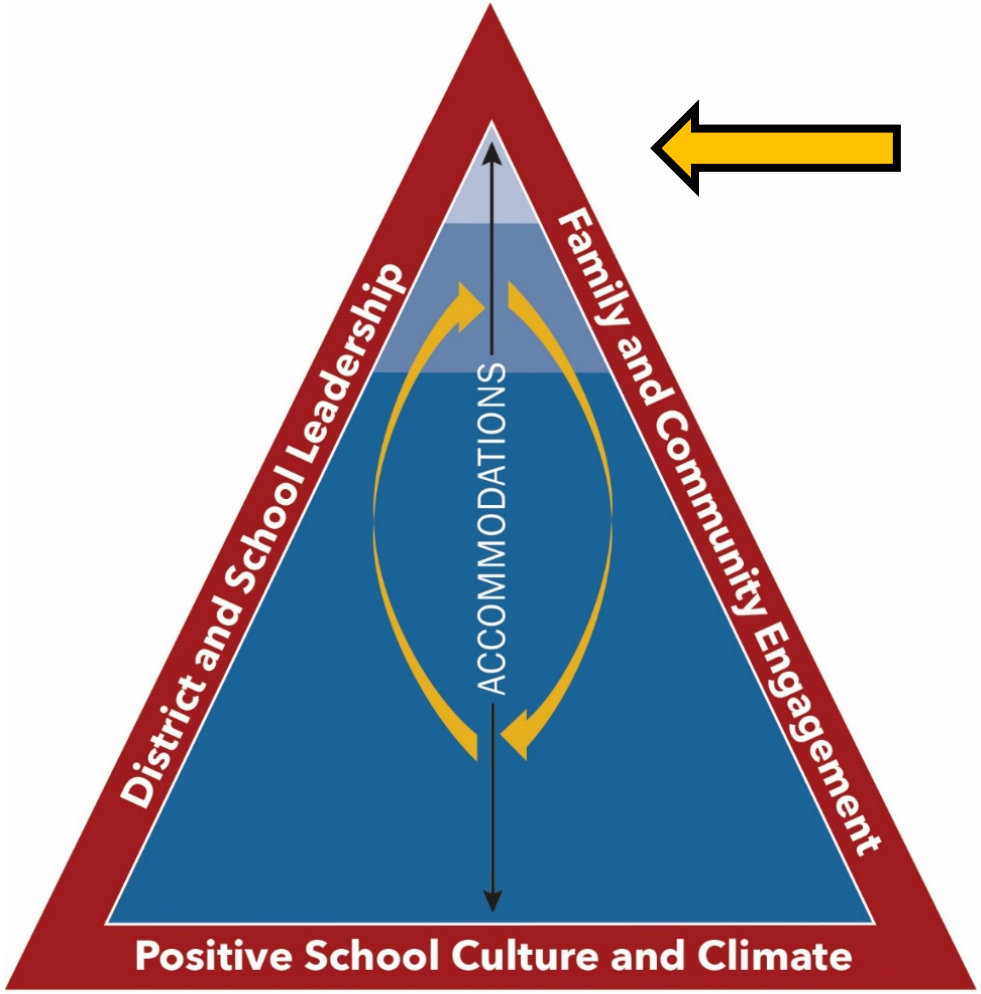
- Provide staff to:
  - Develop and implement mentoring programs.
  - Provide group interventions.
  - Develop and implement check-in/check-out systems.
  - Provide regularly scheduled school skill building groups (i.e.: social skills, problem solving skills, goal setting).
  - Link students who are 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.

Retrieved from: State of New Jersey Department of Education: CARES Act Elementary and Secondary School Emergency Relief (ESSER-II) Planning Considerations

NJ Tiered System of Support (NJTSS)

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



Tier 3: Intensive Interventions to Address Significant Needs

Most intensive supports to aid **few** students.

Example Use of Funds: Tier 3

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

Retrieved from NJ ESSER II Mental Health Allocation Allowable Uses for Funding: Elementary and Secondary School Emergency Relief II Funds: Mental Health Allocation: Guidance for Allowable Uses of Funding

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).

Retrieved from: State of New Jersey Department of Education: CARES Act Elementary and Secondary School Emergency Relief (ESSER-II) Planning Considerations

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.

District Examples

"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 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."

"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."

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

Why Increase Resources Towards 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
- 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 (1 of 2)

Accelerated Learning Coaching and Educator Support Grant	**Evidence-based Summer Learning and Enrichment Activities Grant**	**Evidence-based Summer Learning and Enrichment Activities Grant**
For professional learning on the State's Learning Acceleration Guide	For comprehensive out-of-school time activities extending school day learning.	For activities extending learning during the summer.

Teaching and Learning Grant Uses

Accelerated Learning Coaching and Educator Support Grant

At least $50,000 for staff coaching on topics including:

- Teaching and learning that that fosters the social and emotional well-being of students, families, and educators.
- Improving equitable access to grade-level content and high-quality resources for each student.
- Prioritizing the depth of instruction rather than the pace.
- Implementing an accelerated learning cycle to identify and address gaps.

Evidence-based Comprehensive Beyond School Day Activities Grant

At least $40,000 for afterschool time activities including:

- Extending school-day learning opportunities for students (credit and non-credit bearing coursework).
- Tutoring and homework support.
- Re-socializing activities.
- Training programs for staff and families supporting student's extended school-day.

Evidence-based Summer Learning and Enrichment Activities Grant

At least $40,000 for summertime learning activities including:

- Extending learning opportunities for students in the Summer (credit and non-credit bearing coursework).
- Project-based and experiential Learning.
- Re-socializing activities.
- Training programs for staff and families supporting student's extended school-day.

Statewide Distribution of Funds: Based on Need

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

Descriptive Question (1 of 2)

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?

Descriptive Question (2 of 2)

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 its 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

Activity Dimension	Supportive Resources
Planning	Evidence-based Considerations for COVID-19 Reopening and Recovery Planning: Summer Learning with Academic and Non-Academic Activities
Tiers of Evidence	Selecting Evidence-Based Practices for Tiers 1, 2, and 3: Navigating Clearinghouses and Databases
Curriculum Priorities	New Jersey's Learning Acceleration Guide
Equity And Access	New Jersey's Educational Equity
Health, Nutrition, And Safety	New Jersey's School Year 2021-2022 Health and Safety Guidance
Social and Emotional Learning	New Jersey's Social and Emotional Learning
Generalized Supports	CCSSO: Restart and Recovery Considerations for Teaching and Learning

Grants Supporting Teaching and Learning (2 of 2)

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

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

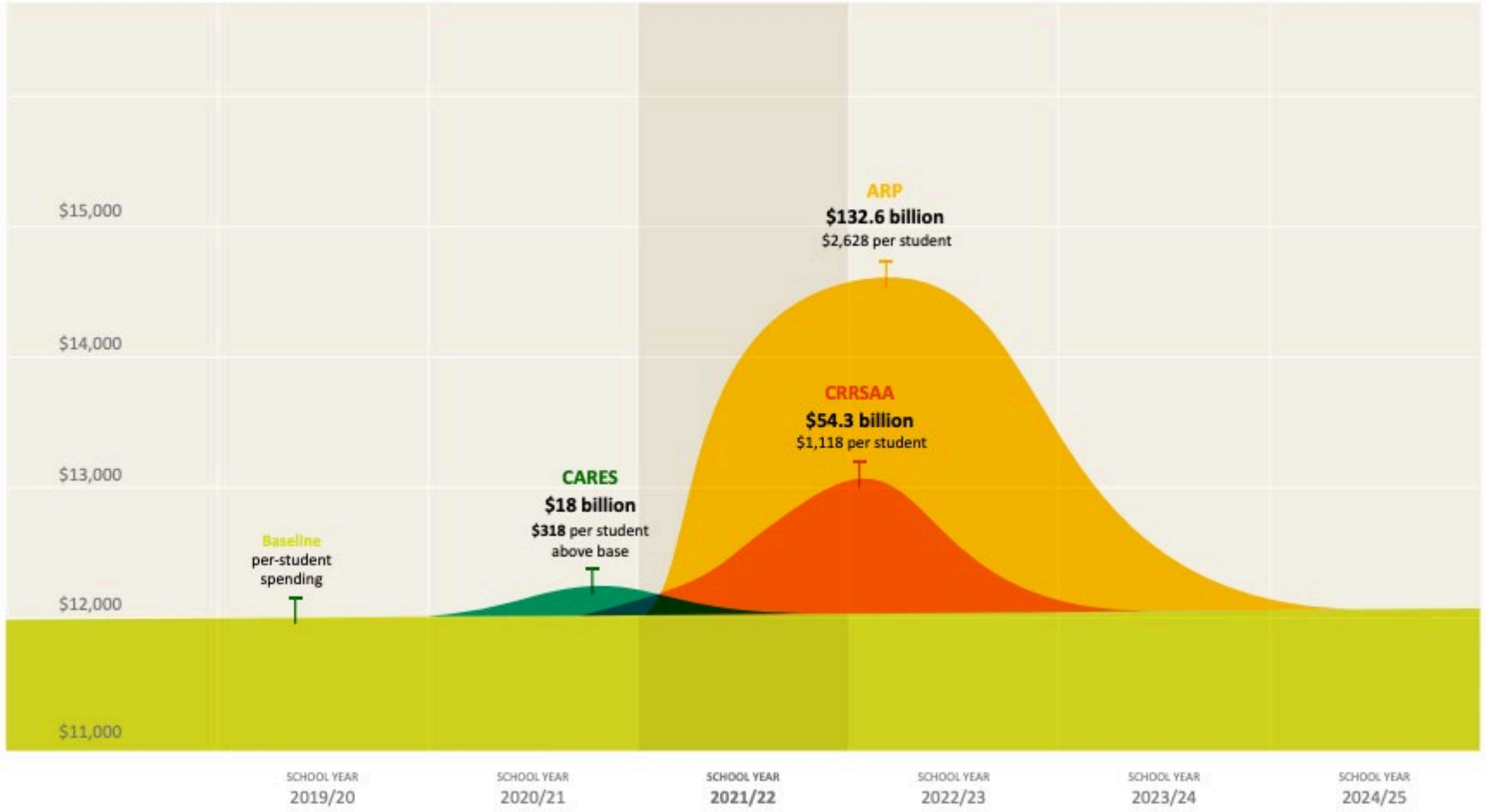
Coordinating ESSER Funds for Academic and SEL Needs

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

Citation: U.S. Department of Education Fact Sheet American Rescue Plan Act of 2021: Elementary and Secondary School Emergency Relief Fud (ARP ESSER)

*Not explicit in statute, but still allowable

WestEd: Ramping Fund Usage Strategy



Retrieved from: [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.

Source: West-Ed-Meeting the Moment How Education Leaders Can Maximize Federal COVID Relief Aid to Support More Equitable Student Learning (PDF)

Maximizing Federal Funds to Accelerate Learning and Address Mental Health Needs	Elementary and Secondary Education Act (ESEA) Title - I A	ESEA Title I SIF	ESEA Title I - C	ESEA Title I - D	ESEA TitleII -A	ESEA Title II-B	ESEA Title III -A	ESEA Title IV -A	ESEA Title IV -B	ESEA Title IV -E	ESEA Title IV-F, Sub. 2	ESEA Title IX, Part A
Supporting student academic needs with a wide range of services that address disrupted learning.	X	X	X	X	n/a	n/a	n/a	X	X	X	X	X
Use multiple data sources to identify gaps in student knowledge and skills to quickly remediate and address needs.	X	n/a	X	X	n/a	n/a	X	n/a	n/a	n/a	n/a	n/a
Supporting students' social and emotional needs in the time of COVID.	X	X	X	X	n/a	n/a	X	X	X	X	X	X
Collaborate with extended/summer learning staff and community partners to meet students' academic, social, and emotional needs.	X	X	X	X	n/a	n/a	X	n/a	X	X	X	X
Partner and engage with community stakeholders, including parents and caregivers, to meet students' academic, social and emotional needs.	X	X	X	X	n/a	n/a	X	n/a	X	X	X	X
Acknowledge and support needs of specific populations of students, such as ELL, special education, homeless, migrant, etc.	X	X	X	X	n/a	n/a	X	n/a	n/a	n/a	n/a	X
Provide high-quality evidence-based professional development to help all staff meet students' needs.	X	X	X	X	X	X	X	n/a	n/a	n/a	n/a	X
Develop/expand programs to grow the pipeline of diverse educators and staff.	X	n/a	n/a	n/a	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Maximizing Federal Funds to Accelerate Learning and Address Mental Health Needs	Elementary and Secondary Education Act (ESEA) Title I-A	ESEA Title I SIF	ESEA Title I-C	ESEA Title I-D	ESEA Title II -A	ESEA TitleII - B	ESEA Title III -A	ESEA Title IV -A	ESEA Title IV-B	ESEA Title IV-E	ESEA Title IV -F, Sub. 2	ESEA Title IX, Part A
Invest in facilities improvements, particularly those that improve both the health and learning environments of classrooms and buildings.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	X	n/a	n/a	n/a	n/a
Provide for COVID prevention and other public health needs.	X	X	X	X	n/a	n/a	X	n/a	X	X	X	X
Purchase/support technological infrastructure.	X	X	X	X	n/a	n/a	n/a	X	n/a	n/a	X	n/a

Maximizing Federal Funds to Accelerate Learning and Address Mental Health Needs	Adult Education and Family Literacy Act	Higher Education Act (HEA) Teacher Quality Partnerships (Title II-A)	Individuals with Disabilities Education Act (IDEA) Part B, Sec.611 & 619	IDEA Early Intervention	Carl D. Perkins Career and Technical Assistance Act	Other early childhood funding sources
Supporting student academic needs with a wide range of services that address disrupted learning.	X	n/a	X	X	n/a	X
Use multiple data sources to identify gaps in student knowledge and skills to quickly remediate and address needs.	n/a	n/a	X	X	n/a	n/a
Supporting students' social and emotional needs in the time of COVID.	n/a	n/a	n/a	n/a	X	X
Collaborate with extended/summer learning staff and community partners to meet students' academic, social, and emotional needs.	n/a	n/a	n/a	n/a	X	X
Partner and engage with community stakeholders, including parents and caregivers, to meet students' academic, social and emotional needs.	X	n/a	n/a	X	n/a	X
Acknowledge and support needs of specific populations of students, such as ELL, special education, homeless, migrant, etc.	n/a	n/a	X	X	n/a	X

Maximizing Federal Funds to Accelerate Learning and Address Mental Health Needs	Adult Education and Family Literacy Act	Higher Education Act (HEA) Teacher Quality Partnerships (Title II-A)	Individuals with Disabilities Education Act (IDEA) Part B, Sec.611 & 619	IDEA Early Intervention	Carl D. Perkins Career and Technical Assistance Act	Other early childhood funding sources
Provide high-quality evidence-based professional development to help all staff meet students' needs.	n/a	X	X	n/a	X	X
Develop/expand programs to grow the pipeline of diverse educators and staff.	n/a	X	n/a	n/a	n/a	n/a
Invest in facilities improvements, particularly those that improve both the health and learning environments of classrooms and buildings.	n/a	n/a	n/a	n/a	n/a	n/a
Provide for COVID prevention and other public health needs.	X	n/a	X	n/a	X	n/a
Provide for COVID prevention and other public health needs.	n/a	n/a	n/a	n/a	n/a	n/a

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.

Thank You!

New Jersey Department of Education Website

Found at: nj.gov/education

NJDOE Elementary and Secondary School Emergency Relief ESSER

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

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