



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

EWEG ARP ESSER State Set-aside Grants Application Questions

LEA Plan for the Use of the Accelerated Learning Coaching and Educator Support Grant

Use of Funds

Accelerated Learning Coaching and Educator Support is a formula grant for local education agencies (LEA) to provide evidence-based professional learning and coaching opportunities to a variety of school staff, including educators and key support staff (e.g., school counselors, special education personnel, nurses, social workers, and psychologists) on the principles in [New Jersey's Learning Acceleration guide](#) and on topics tailored to the unique academic as well as social, emotional, and mental health needs of their students. For additional guidance and a non-exhaustive list of permitted uses, see the department's [ARP ESSER webpage](#).

Please complete the following sections to describe the planned use of the Accelerated Learning Coaching and Educator Support Grant.

(1) Describe your evidence-based plan for the Accelerated Learning Coaching and Educator Support grant. Your description must include:

- a. A narrative of the plan that includes professional learning and coaching on the principles and topics in New Jersey's Learning Acceleration guide 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.

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(2) Select the relevant New Jersey’s Learning Acceleration Principle (s) that best captures your plan. See the department’s [learning acceleration](#) webpage for guidance on selection:

[Check all that apply]

- Principle 1:** Provide conditions for teaching and learning that will foster the social and emotional well-being of students, families, and educators.
- Principle 2:** Improve equitable access to grade-level content and high-quality resources for each student.
- Principle 3:** Prioritize content and learning by focusing on the depth of instruction rather than the pace.
- Principle 4:** Implement a K–12 accelerated learning cycle to identify gaps and scaffold as needed.

(3) Describe how the plan is evidence-based. The ESEA (Section 8101(21)) defines an evidence-based activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes. Under ESEA generally, evidenced-based practices can fall under *any* of the below four tiers of evidence. (See the US Department of Education department webpage, [Leveraging Evidence-Based Practices for Local School Improvement](#), for additional guidance). Select the tiers that best capture your plan (check all that apply)

- 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.

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LEA Plan for the Use of the Evidence-Based Summer Learning and Enrichment Activities Grant

Use of Funds

The Evidence-Based Summer Learning and Enrichment Activities Grant is a formula grant to LEAs for supporting evidence-based academic summer enrichment activities such as learning academies and 1:1 tutoring, as well as other activities that support the broader learning ecosystem of students, staff, and families. LEAs will be required to target funds to content areas or grade levels most impacted by the disruptions of COVID-19 at that LEA (e.g., STEM, early elementary grades, transition grades, or visual and performing arts). For additional guidance and a non-exhaustive list of permitted uses, see the department's [ARP ESSER webpage](#).

Please complete the following sections to describe the planned use of the Evidence-Based Summer Learning and Enrichment Activities Grant.

- (1) Describe your evidence-based plan for the Evidence-Based Summer Learning and Enrichment Activities grant. Your description must include:
 - a. A narrative of the plan for the grant 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.

[Space for narrative description up to 5000 characters]



(2) Describe how the plan is evidence-based. The ESEA (Section 8101(21)) defines an evidence-based activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes. Under ESEA generally, evidenced based practices can fall under *any* of the below four tiers of evidence. (See the US Department of Education department webpage, [Leveraging Evidence-Based Practices for Local School Improvement](#), for additional guidance.)

- **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.

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LEA Plan for the Use of the Evidence-Based Comprehensive Beyond the School Day Activities Grant

Use of Funds

The Evidence-Based Comprehensive Beyond the School Day Activities Grant is a formula grant to LEAs for supporting evidence-based academic enrichment activities during out-of-school time such as 1:1 tutoring, as well as activities that support the broader learning ecosystem of students, staff, and families. Out-of-school time includes the periods before-school, after-school, weekends, and holiday breaks. LEAs will be required to target funds to content areas or grade levels most impacted by the disruptions of COVID-19 at that LEA (e.g., STEM, early elementary grades, transition grades, or visual and performing arts). For additional guidance and a non-exhaustive list of permitted uses, see the department's [ARP ESSER webpage](#).

Please complete the following sections to describe the planned use of the Evidence-Based Comprehensive Beyond the School Day Activities Grant.

- (1) Describe your evidence-based plan for the Evidence-Based Comprehensive Beyond the School Day Activities grant. Your description must include:
 - a. A narrative of the plan for the grant 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.

[Space for narrative description up to 5000 characters]



(2) Describe how the plan is evidence-based. The ESEA (Section 8101(21)) defines an evidence-based activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes. Under ESEA generally, evidenced based practices can fall under *any* of the below four tiers of evidence. (See the US Department of Education department webpage, [Leveraging Evidence-Based Practices for Local School Improvement](#), for additional guidance.)

- 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.

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LEA Plan for the Use of ARP ESSER NJTSS Mental Health Support Staffing Grant

Use of Funds

Under the NJTSS Mental Health Support Staffing grant, LEAs will be required to allocate funds to develop and implement Tier II (targeted, small group interventions) and Tier III (intensive interventions) services in accordance with a multi-tiered system of supports framework that addresses students' and educators' mental health and social emotional needs through the hiring of staff, contracting with service providers, and/or providing professional development in effective implementation of Tier II and Tier III services.

The entirety of the allocation should be designed to increase access to school-based mental health supports and services for students by building or enhancing a tiered intervention model of comprehensive school-based mental health supports and services that are sustainable after the life of the grant.

Please complete the following sections to describe the planned use of the NJTSS Mental Health Support Staffing grant funds.

- (1) Describe how the plan for the use of funds is connected to the submitted needs assessment(s) based on school data and engagement with stakeholders.

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- (2) Describe your plan for developing and implementing Tier II and Tier III services in accordance with a multi-tiered system of supports framework, such as New Jersey Tiered System of Supports, that addresses students' and educators' mental health and social emotional needs. Your description must include:
 - a. How the LEA will use the funds to implement at least one of the following strategies:
 - i. hire staff to implement Tier II and Tier III evidence-based mental health interventions;
 - ii. contract with providers to implement Tier II and Tier III evidence-based mental health interventions;
 - iii. provide professional development in effective implementation of Tier II and Tier III services.
 - b. A description of how the LEA will evaluate and identify students with mental health needs that would benefit from Tier II and Tier III services.



- i. This includes a description of how the LEA will use data to make decisions on the provision of Tier II and Tier III services.
(Description may include examples of the screening process, the instrument used to assess and diagnose specific student needs, and the method for monitoring progress.)
- c. A description of the different types of Tier II and Tier III mental health services that will be offered to students.
- d. A description of how the LEA will monitor and assess the progress of students who are receiving Tier II and Tier III services through this allocation.

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