

American Rescue Plan  
Elementary and Secondary Schools Emergency Relief

**ARP ESSER**

Ms. Allyson Milazzo, Business Administrator

# American Rescue Plan Act of 2021

The Absecon Public School District has been awarded American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER) funds this school year. This is in response to the COVID-19 pandemic and the need to address student learning recovery.

## Absecon Public School District Allocations

 <b>CARES</b>	03/13/2020 - 09/30/2022	\$ 176,562
 <b>CRRSA ESSER II</b>	03/13/2020 - 09/30/2023	\$ 773,624
 <b>ARP ESSER</b>	03/13/2021 - 09/30/2024	\$ 1,756,385

# ARP ESSER Absecon Public School District Allocation

**\$1,756,385**

**\$1,538,784**

ESSER

**\$92,601**

Accelerated Learning Coaching and Education

**\$45,000**

NJTSS Mental Health Support Staffing

**\$40,000**

Evidence-Based Summer Learning and Enrichment

**\$40,000**

Evidence-Based Beyond the School Day Activities

# LEA Plan for Use of Funds

- 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;**

District use for funds to comply with CDC guidance that promotes the health and safety of our learning community includes additional custodial staff, additional busses and bus drivers, facilities repairs and maintenance of HVAC components, and facilities adjustments to increase instructional space.

- 2. How the LEA will use the funds it reserves under section 2001(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;**

The district will continue to provide summer programming for students that includes components of language arts, mathematics, social emotional learning, and physical movement; in addition to the traditional extended school year program for special education students. Supplemental academic programming will be provided beyond the school day to address literacy and math skills in an effort to close the educational achievement gap.

# LEA Plan for Use of Funds (continued)

## **3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act;**

Funding will support programs and personnel to target instruction and provide tiered interventions around both academics and behavior. The funds will support mental health and social-emotional teaching and learning.

## **4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and 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 in foster care, and migratory students. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions;**

Interventions will be tracked and monitored through established universal screening and multi-tiered system of supports. Additional family engagement, surveys and conferences will provide input and feedback on practices.

# LEA Plan for Use of Funds (continued)

- 5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.**

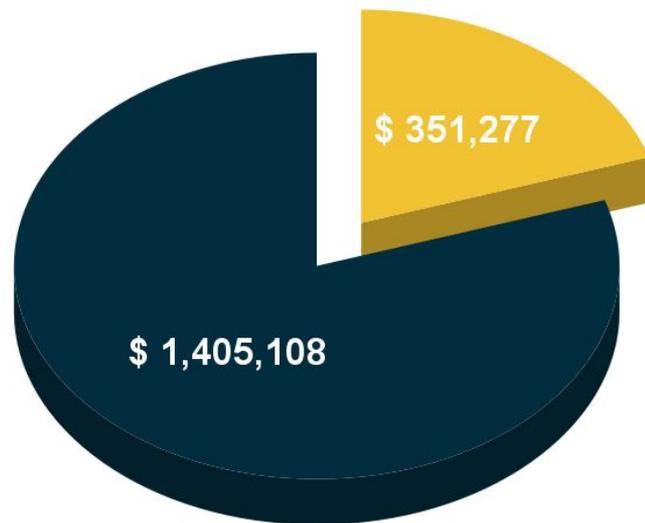
Consultation will occur through parent groups for children with disabilities English learners, Title I, and district leaders who oversee and work closely with these groups.

# Addressing Learning Loss

In addition to the ESSER I and ESSER II uses of funds, the ARP ESSER requires LEAs to reserve not less than 20% of its total ARP ESSER allocation to address learning loss:

- Implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and
- Ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student groups.

**ARP ESSER = \$1,756,385**



● Addressing Learning Loss ● Remaining Funds

# ESSER

\$1,538,784

## Allowable Uses

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

## Plan for Use of Funds

- 2022 and 2023 Summer Program
- 2022, 2023 and 2024 ESY Program
- Out-of-District Tuition
- Out-of-District Paraprofessionals
- Additional In-District Paraprofessionals
- Additional Buses/Drivers
- Additional Custodians
- Guidance Counselor
- Campus-wide Security Cameras
- Internal construction costs to increase additional instructional space within our facility

# Accelerated Learning Coaching and Educator Support

\$92,601

## Allowable Uses

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.

## Plan for Use of Funds

- Ready Math
- Staff Coaching (Literacy and Math)
- Phonics First Training

# Evidence-Based Summer Learning and Enrichment Activities

\$40,000

## Allowable Uses

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 most impacted by the disruptions of COVID-19 at that LEA (e.g., STEM, early elementary grades, transition grades, early readers, or visual and performing arts).

## Plan for Use of Funds

- 2022 Summer Program
  - Balance offset in ESSER

# Evidence-Based Comprehensive Beyond the School Day Activities

\$40,000

## Allowable Uses

The Evidence-Based Comprehensive Beyond the School Day Activities 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 most impacted by the disruptions of COVID-19 at that LEA (e.g., STEM, early educator grades, or visual and performing arts).

## Plan for Use of Funds

- After-School Program (Attales and Marsh)

# NJTSS Mental Health Support Staffing

\$45,000

## Allowable Uses

Under the NJTSS Staff 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.

## Plan for Use of Funds

- Guidance Counselor

# Frequently Asked Questions

## **Will the state provide replacement funds for ARP ESSER after 2024?**

Since the large influx of ARP ESSER funding into LEAs can result in funding deficits when it ends, the LEA must plan for how to effectively and efficiently use the ARP ESSER funds. It is recommended to use the ARP ESSER grant funds for one-time or short-term expenditures to address the identified needs caused by the pandemic.

## **Are there recommended uses of ARP ESSER funds that will assist LEAs in addressing the impact of the COVID pandemic and disruptions leading to learning loss?**

Yes, the NJDOE has identified recommended uses for LEAs to consider when writing their plans. It should be noted that ARP ESSER funding is a one-time appropriation from the U.S. Department of Education (USDE). In developing local plans, the NJDOE strongly encourages LEAs to consider how ARP ESSER funding might interact with other federal funding to promote sustainable use.

# Allowable Uses

## What are some of the allowable uses of the ARP ESSER funds?

ARP ESSER funds are designated to be used in any or all of 16 buckets, which include addressing learning loss, providing professional development, improving indoor air quality, providing social and emotional supports, updating and providing technology. NJDOE allowable uses include but are not limited to the following:

1. Coordinate emergency response
2. Ensure preparedness and coordination
3. Purchase cleaning/sanitizing supplies
4. Educational technology
5. Mental health supports
6. Supplement learning
7. Added needs of at-risk population
8. Coordinate long-term closures
9. Addressing needs of individual schools
10. Professional development
11. ESSA
12. IDEA (Special Education)
13. Perkins (Career & Technical Education)
14. McKinney-Vento Homeless Assistance Act
15. Adult Education and Family Literacy Act
16. Other activities for continuity of services

# Public Comment/Feedback

The Absecon Public School District encourages all of its stakeholders, students, family members, teachers, school administrators, support staff, district staff and community members to comment via the google form below, which has been established for this purpose. The survey takes fewer than five minutes to submit and lets your voice be heard. All survey responses are anonymous.

[Absecon Public School District ARP ESSER Stakeholder Survey](#)

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Curriculum Supervisor

**Thank you!**

**For more information, feel free to contact our offices at (609) 641-5371.**