

**eGrant Management System**

**Printed Copy of Application**

Applicant: 13 3570 NEWARK Essex County

Application: 2021-2022 American Rescue Plan - ESSER - 00 -

Project Period: 3/11/2021 - 9/30/2024

Cycle: Original Application

Date Generated: 11/2/2021 4:00:08 PM

Generated By: rmuhamma133570

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**American Rescue Plan Act of 2021 - Elementary and Secondary Schools**

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<b>Program:</b>	American Rescue Plan Act of 2021 - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)
<b>Funding Period:</b>	The funds for this grant cycle MUST be encumbered by June 30, 2023. Remaining funds may be carried over into the next fiscal year for a complete period of availability through Sept. 30, 2024.
<b>Funding:</b>	CFDA - 84.25U
<b>Authority:</b>	Public Law Number 117-2
<b>Purpose:</b>	The American Rescue Plan Act of 2021 (ARP) provides an additional \$170.3 billion for the Elementary and Secondary School Relief Fund (ESSER).

## LEA Contact Information

[Instructions](#)

Note: The contact data on this page are maintained within the LEA Central Contact system. Any changes to the LEA Contact information should be made in the LEA Central Contact system.

### Administrative Offices:

Address 1*	765 Broad Street	SAM Expiration Date*	01/12/2022
Address 2			
City*	Newark	State*	NJ
Phone*	973 733 7314	Extension	
		Zip+4*	07102 3091
		<a href="#">Search Zip +4</a>	

### Chief School Administrator/College President/Agency Head:

Last Name*	Leon	First Name*	Roger
Phone*	973 733 7334	Extension	
Summer Phone	973 733 7333	Extension	
		Email*	rleon@NPS.K12.NJ.US
		Confirm Email*	rleon@NPS.K12.NJ.US

### Business Manager/Financial Officer:

Last Name*	Wilson	First Name*	Valerie
Phone*	973 733 8467	Extension	
Summer Phone	973 733 8467	Extension	
		Email*	VWilson@NPS.K12.NJ.US
		Confirm Email*	VWilson@NPS.K12.NJ.US

### Board President:

Last Name*	Haynes	First Name*	Dawn
Phone*	973 733 7225	Extension	
Summer Phone		Extension	
		Email*	D1haynes@nps.k12.nj.us
		Confirm Email*	D1haynes@nps.k12.nj.us

**ESEA Project Director:**

Last Name*	Thornton			First Name*	Michelina
Phone*	973	733	7116	Extension	
Summer Phone	973	733	7116	Extension	
				Email*	MThornton@NPS.K12.NJ.US
				Confirm Email*	MThornton@NPS.K12.NJ.US

**\* Denotes required field**

**Allocation**

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	<b>Total District Award/Allocation</b>	<b>Amount Available May 24th</b>
ESSER	177,448,853	118,216,200
Accelerated Learning Coaching and Educator Support Grant	4,297,693	
Evidence-Based Summer Learning and Enrichment Activities Grant	293,010	
Evidence-Based Comprehensive Beyond the School Day Activities Grant	293,010	
NJTSS Mental Health Support Staffing Grant	88,501	

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## Identify Needs 1 and 2

Instructions

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### Identify Need 1 ( 75 maximum characters)

Rigorous & Relevant Framework for Curriculum and Instruction

#### a. Description of Need ([count] of 1000 maximum characters used)

The district is continuing to develop a cognitive-learning approach to pedagogy and instruction that deepens understanding of the science of learning and centralizes knowledge-building, including cultural knowledge, as core to improving the academic achievement of all students, including English Language Learners, students with special needs, and struggling learners. Essential here is the need for educators to consistently focus on the instructional core (Elmore, 2010) as the chief method for improving learning outcomes. Additionally, the district recognizes the secondary need to provide students with additional academic and social support in an effort to minimize the learning gap. The district will accomplish this by amplifying the summer and extended day programming that supports learners through accelerated academic supports and enrichment.

#### b. Funding Sources

- ☒ ARP - ESSER
- ☒ Accelerated Learning Coaching and Educator Support Grant
- ☒ Evidence-Based Summer Learning and Enrichment Activities Grant
- ☒ Evidence-Based Comprehensive Beyond the School Day Activities
- ☐ NJTSS Mental Health Support and Staffing Grant

#### c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)

The district used various data sources to determine needs. The measurable data includes NWEA MAP Growth data in reading, language, mathematics, and science; informal assessment data based on curriculum; midterms and final exams; quarterly report card grades; attendance data; ESSER ARP Survey feedback from: principals; teachers; Central Office staff members; students; parents; community partners; union leaders; Board Members.

#### d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)

Newark Board of Education is engaged in shifting attention in four key areas. These include shifting from: Supporting learners through interventions to focusing on strengthening the instructional core and ensuring that core is informed by culturally sustaining pedagogies in order to sustain linguistic, literate, and cultural pluralism for positive social transformation and revitalization. Using data on the edges of our efforts to placing data at the core of our improvement efforts. Having individual teachers design and deliver instruction to using a shared curriculum to support daily teaching and learning. Knowledge- and language-building instruction cannot be achieved at scale if teachers are expected to provide these learning opportunities by drawing from sets of disconnected resources and materials. Using one size fits all professional development models to creating contexts for adult learning, such as deepening the PLC process through naming problems of practice informed by data.

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### Identify Need 2 ( 75 maximum characters)

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**a. Description of Need ([count] of 1000 maximum characters used)**

The district needs to develop a capital strategy aligned with the Long-Range Facilities Plan and strategic plan to modernize all facilities, and plan for enrollment projections, academic programs, and community needs. As the district continues to develop new ways of delivering curricula and teaching strategies, the upgrade of buildings require significant investment of capital to align aged buildings with current building codes and requirements. The investment of these funds will address the lack of a capital bond maintenance budget. The district has deferred maintenance needs for more than the last ten years.

**b. Funding Sources**

- ☒ ARP - ESSER
- ☐ Accelerated Learning Coaching and Educator Support Grant
- ☐ Evidence-Based Summer Learning and Enrichment Activities Grant
- ☐ Evidence-Based Comprehensive Beyond the School Day Activities
- ☐ NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s) ([count] of 1000 maximum characters used)**

The district has used various data sources to determine needs. These include the following: Facility Condition Assessment of schools; Annual Facility Checklist; parental surveys; health and safety assessments provided to School Development Authority; environmental assessments and architectural and engineering analysis and reports. ESSER ARP Survey feedback from: principals; teachers; Central Office staff members; students; parents; community partners; union leaders; Board Members.

**d. Root Cause(s) of selected need(s) ([count] of 1000 maximum characters used)**

District systems, policies, procedures, and practices are working to organize an infrastructure that works collaboratively to meet the needs of our students and families and responsive to novel situations. The district will continue to strengthen the integration and alignment of our departments and systems to ensure deeper learning, greater collaboration, clear direction, and collective accountability. The District schools are in poor to fair condition and many buildings have aged out of useful life but require continued usage. New advanced curriculum and technology needs place undue strain on the district's aged buildings and their compromised physical structure. In an effort to meet these needs, the current inventory of buildings must be repaired and upgraded.

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## Identify Needs 3 and 4

[Instructions](#)

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### Identify Need 3 ( 75 maximum characters)

Technology Upgrades

#### a. Description of Need ([count] of 1000 maximum characters used)

The Newark Board of Education is in need of performing various technology upgrades in order to provide students, teachers and support staff with a contemporary technology infrastructure that will foster online collaboration, access to digital platforms, instruction differentiation, and remote instruction in support of the new hybrid learning model. Such upgrades include, but are not limited to, Wireless LAN, Smart Boards, network storage, network switches, network cabling, Intercom, Surveillance and Cyber Security solutions. These are essential for addressing the growing demand for availability, security and optimal operation of the technology infrastructure in the pandemic era.

#### b. Funding Sources

- ☒ ARP - ESSER
- ☐ Accelerated Learning Coaching and Educator Support Grant
- ☐ Evidence-Based Summer Learning and Enrichment Activities Grant
- ☐ Evidence-Based Comprehensive Beyond the School Day Activities
- ☐ NJTSS Mental Health Support and Staffing Grant

#### c. Identify qualitative and quantitative data sources used to determine the need(s) ([count] of 1000 maximum characters used)

The district has used various data sources to determine needs. They include the use of network monitoring and analysis tools, condition and age of our network infrastructure and classroom technologies, as well as ESSER ARP Survey feedback from: principals; teachers; Central Office staff; students; parents; community partners; union leaders; Board Members.

#### d. Root Cause(s) of selected need(s) ([count] of 1000 maximum characters used)

The proliferation of devices, applications, and online digital platforms, necessary for facilitating remote learning, have placed a significant demand on the aging network infrastructure that is prone to outages and underperformance, which negatively affect the delivery of instruction. In order to continue to facilitate remote learning and provide students, teachers and administrators with optimal online experiences, the district must upgrade its network infrastructure and associated technologies. Such upgrades will also enable the district to employ technology to foster digital collaboration among students, teachers and administrators for all instructional and operational matters and reduce reliance on traditional contact-based collaboration that increase risk of exposure to coronavirus.

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### Identify Need 4 ( 75 maximum characters)

Integrating social-emotional learning (SEL) and responding to trauma

#### a. Description of Need ([count] of 1000 maximum characters used)

After more than a year of remote instruction, there is an increased need for the district to continue to address the social-emotional learning of all students. Data from the Rethink Social Emotional Learning Student Self-Assessment indicated an overall need to provide additional training



and resources to schools. The data indicated that students are lacking in relationship skills, self-management, and personal decision-making which has resulted in an increased number of behavior referrals. The Newark Board of Education will continue integrating social-emotional learning and providing multi-tiered systems of support to students.

**b. Funding Sources**

- ☒ ARP - ESSER
- ☐ Accelerated Learning Coaching and Educator Support Grant
- ☐ Evidence-Based Summer Learning and Enrichment Activities Grant
- ☐ Evidence-Based Comprehensive Beyond the School Day Activities
- ☒ NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s) ([count] of 1000 maximum characters used)**

The district used data from the students' self-assessment Rethink survey; school and community-based referrals; School Safety Data System (SSDS); school culture and climate survey; feedback from social workers and counselors; ESSER ARP Survey feedback from: principals; teachers; Central Office staff members; students; parents; community partners; union leaders; Board Members.

**d. Root Cause(s) of selected need(s) ([count] of 1000 maximum characters used)**

Many students are having to manage trauma-related stress. There are multiple factors, as in any large urban city, that impact the daily lives of students and families in Newark. The pandemic and remote learning have exacerbated the situation leading to increased symptoms of isolation, depression, lack of attentiveness, and overall decline in mental health for students, staff, teachers and parents.

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**Identify Needs 5 and 6**[Instructions](#)

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**Identify Need 5 ( 75 maximum characters)****a. Description of Need ([count] of 1000 maximum characters used)**

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**b. Funding Sources**

- ☐ ARP - ESSER
- ☐ Accelerated Learning Coaching and Educator Support Grant
- ☐ Evidence-Based Summer Learning and Enrichment Activities Grant
- ☐ Evidence-Based Comprehensive Beyond the School Day Activities
- ☐ NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)**

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**d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)**

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**Identify Need 6 ( 75 maximum characters)****a. Description of Need ([count] of 1000 maximum characters used)**

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**b. Funding Sources**

- ☐ ARP - ESSER
- ☐ Accelerated Learning Coaching and Educator Support Grant
- ☐ Evidence-Based Summer Learning and Enrichment Activities Grant
- ☐ Evidence-Based Comprehensive Beyond the School Day Activities
- ☐ NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)**

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**d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)**

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**Identify Needs 7 and 8**[Instructions](#)

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**Identify Need 7 ( 75 maximum characters)****a. Description of Need ([count] of 1000 maximum characters used)**

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**b. Funding Sources**

- ☐ ARP - ESSER
- ☐ Accelerated Learning Coaching and Educator Support Grant
- ☐ Evidence-Based Summer Learning and Enrichment Activities Grant
- ☐ Evidence-Based Comprehensive Beyond the School Day Activities
- ☐ NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)**

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**d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)**

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**Identify Need 8 ( 75 maximum characters)****a. Description of Need ([count] of 1000 maximum characters used)**

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**b. Funding Sources**

- ☐ ARP - ESSER
- ☐ Accelerated Learning Coaching and Educator Support Grant
- ☐ Evidence-Based Summer Learning and Enrichment Activities Grant
- ☐ Evidence-Based Comprehensive Beyond the School Day Activities
- ☐ NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)**

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**d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)**

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**Identify Needs 9 and 10**[Instructions](#)

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**Identify Need 9 ( 75 maximum characters)****a. Description of Need ([count] of 1000 maximum characters used)**

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**b. Funding Sources**

- ☐ ARP - ESSER
- ☐ Accelerated Learning Coaching and Educator Support Grant
- ☐ Evidence-Based Summer Learning and Enrichment Activities Grant
- ☐ Evidence-Based Comprehensive Beyond the School Day Activities
- ☐ NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)**

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**d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)**

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**Identify Need 10 ( 75 maximum characters)****a. Description of Need ([count] of 1000 maximum characters used)**

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**b. Funding Sources**

- ☐ ARP - ESSER
- ☐ Accelerated Learning Coaching and Educator Support Grant
- ☐ Evidence-Based Summer Learning and Enrichment Activities Grant
- ☐ Evidence-Based Comprehensive Beyond the School Day Activities
- ☐ NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)**

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**d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)**

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## SAFE RETURN TO IN-PERSON INSTRUCTION

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(1) IN GENERAL - A local educational agency receiving funds under this section shall develop and make publicly available on the local educational agency's website, not later than 30 days after receiving the allocation of funds described in paragraph (d)(1), a plan for the safe return to in-person instruction and continuity of services.

2) COMMENT PERIOD. Before making the plan described in paragraph (1) publicly available, the local educational agency shall seek public comment on the plan and take such comments into account in the development of the plan.

Support for Schools: Describe how the LEA will support its schools in safely returning to in-person instruction and sustaining safe operation. This description must include:

*For each mitigation strategy listed below, please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.*

### LEA Response Table

1) Universal and correct wearing of masks

([count] of 1000 maximum characters used)

All employees, students, visitors entering school or district buildings will be required to wear a face mask covering the mouth and nose. Students and staff must arrive to school and work with a mask. Acceptable masks include disposable surgical masks or cloth masks. Face masks may be removed when using the restroom or during meal times as long as physical distancing is maintained. Face masks may be removed if alone and the room is closed. Students and staff are also required to wear face masks while on school vehicles.

2) Physical distancing (e.g., including use of cohorts/podding)

([count] of 1000 maximum characters used)

Physical distancing guidelines will continue to be followed. This may include limiting group sizes, staggering events or group meetings, restricting non-essential visitors, and limiting communal spaces. Sneeze guards will remain on counters and desks. Transitions in the hallways will be guided, monitored, and maintain physical distance. All of our schools and district buildings will be contactless sites. Scheduling will return to using multiple rooms for instruction throughout the day.

3) Handwashing and respiratory etiquette

([count] of 1000 maximum characters used)

The district is implementing the following procedures: Handwashing/sanitizing during ingress and throughout the day. Use of foaming hand sanitizer throughout the district and in every classroom. A hand-washing schedule will be adopted with school-wide reminders for staff and students throughout the day. Lessons and practice sessions for students on when and how to wash hands will be conducted.

4) Cleaning and maintaining healthy facilities, including improving ventilation

([count] of 1000 maximum characters used)

Every location has schedules for intense cleaning and sanitizing protocol. Custodial staff will provide on-going disinfecting to high contact surfaces using hospital grade disinfectant and electrostatic sprayers. All schools have received electrostatic disinfecting machines and backpack misting machines. All floor finishes are infused with an antiviral solution and this may take the place of the shoe sanitizing station.

Air processors are in operation and air filters are changed on a frequent basis.

5) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments  
([count] of 1000 maximum characters used)

The district will follow CDC and Newark Health Department guidelines as it pertains to quarantine and isolation. Each school has a room or location designated for isolation. In the event of a positive case, employees or students will notify the Office of Health Services.

6) Diagnostic and screening testing  
([count] of 1000 maximum characters used)

Everyone must wear a mask and undergo a four step screening process to enter district buildings. 1st step of the ingress procedures is a health symptoms screening. The district purchased a health symptoms screening application for employees and students to answer a series of questions regarding their health. All students and staff entering the district buildings must complete the form upon entering. 2nd step of ingress procedures is a temperature check where each employee and student will have their temperature checked using a noncontact thermometer. Anyone with a temperature of 100.4 degrees or higher will not be permitted into the building. 3rd step is footwear sanitizing; employees and students will stand on a rubber mat with disinfectant solution to sanitize their shoes. The fourth step is Hand Washing/Sanitizing. Employees and students will sanitize hands before entering the building. Employees must submit documentation of negative results 14 days prior to their start date.

7) Efforts to provide vaccinations to educators, other staff, and students, if eligible  
([count] of 1000 maximum characters used)

The Newark Board of Education has partnered with city, county, and state health departments to make vaccinations available to all district stakeholders. Verification of the COVID-19 vaccination can be uploaded on the district's employee platform. Many of the district schools have been used as vaccination sites for staff and community members.

8) Appropriate accommodations for children with disabilities with respect to health and safety policies  
([count] of 1000 maximum characters used)

In collaboration with families, the district will make appropriate accommodations for children with disabilities with respect to health and safety policies. This may include alternative methods for wearing masks and using face shields.

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## Safe Return Plan Updated

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Safe Return Plan text and assurances must be agreed to every six months.

Date Plan Updated

Describe how the LEA will ensure continuity of services, including but not limited to services to address students academic needs and students and staff social, emotional, mental health, and other needs, which may include student health and food services. ([count] of 1000 maximum characters used)

Every student is assessed for academic learning and social and emotional wellbeing. School-based tutoring is offered at all school sites. Additionally, district-supports include Homework Hotline and an online tutoring portal where further resources are found. School counselors and social workers have received training to provide individual, small group, and classroom guidance related to the five social emotional core competencies and grief and loss. Voluntary support groups are available to staff experiencing challenges during the pandemic. The District is also partnering with our Benefits brokers, Employee Assistance Program, and Health Insurer to develop and implement a comprehensive employee Wellness program that addresses both the specific health needs of our population and the physical, emotional and social challenges posed by "returning to normal" after the pandemic.

Describe how the LEA sought public comment on its plan, and how it took those public comment into account in the development of its plan. ([count] of 1000 maximum characters used)

In April 2021, the Superintendent hosted a stakeholder series to encourage widespread comments and participative decision making. Various groups of stakeholders were provided the opportunity to contribute to the district's ESSER application. Additionally, parents, district employees, and students in grades 6-12 were provided the NBOE Safe Return Plan Survey asking stakeholders the degree in which the following areas were a priority: wearing masks, physical distancing, handwashing and respiratory etiquette, maintaining healthy facilities, contact tracing, diagnostic and screening testing; efforts to provide vaccinations to staff and students, appropriate accommodations for children with disabilities with respect to the health and safety policies, and social-emotional well-being of students and staff. The Superintendent reviewed the Safe Return Plan with school principals and staff, the Superintendent's Councils of Students, Parents, Teachers and Union Presidents.

Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent. ([count] of 1000 maximum characters used)

The Safe Return Plan was created in collaboration with the NBOE Reopening of Schools Task Force. The Task Force includes district staff, parents and community members. It has been reviewed to ensure it is in a parent-friendly language. The plan will be available and posted on the district's website in multiple languages, including English, Spanish, Portuguese and Haitian Creole. Upon request, it will be made available in an alternate format accessible to parents with disabilities as defined by the ADA.

Briefly describe any guidance, professional learning, and technical assistance opportunities the LEA will make available to its schools. ([count] of 1000 maximum characters used)

The District uses a Daily Health Screening app for staff and students. A recorded tutorial on how to use the Health Screening app is also

posted on the district's website in 5 different languages for parent use. Technical assistance has been provided by Offices of Health Services and Facilities. The offices will continue to provide ongoing training to the staff on cleaning and maintaining healthy schools. The Health Office provides ongoing training on hand washing and respiratory etiquette. The Health Office will continue to work with the city, partners and the schools to provide updated CDC guidance. The Health Office will continue to work with stakeholders coordinating COVID vaccinations for all Newark Board of Education employees and their families. The district will continue to post information about free COVID-19 vaccines. Each school will have a Pandemic Response team to provide additional guidance and protocol information to the schools' families.

Provide current link to the district's website where the plan is posted.

<https://www.nps.k12.nj.us/mdocs-posts/safe-return-plan-2021-2022/>

☐ By checking this box and saving the page, the applicant hereby certifies that they will assure that the information contained in the Safe Return to School plans will be updated within this system every 6 months during this grant project period.

Assurances Fully Agreed to By:



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**Safe Return Plan Assurance**

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- ☒ By checking this box and saving the page, the applicant hereby certifies that he/she will assure that the information contained in the Safe Return to School plans will be updated within the system every 6 months during this grant project period.

Assurances Full Agreed to By:

Assurances Fully Agreed on:

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## LEA Plan for Use Of Funds

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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; ([count] of 2000 maximum characters used)

In an effort to safely reopen schools, the Newark Board of Education developed the Safe Return Plan 2021-2022. Included in this document are the protocols and procedures that are in alignment with the CDC guidelines. Continued prevention and mitigation strategies are required, including the purchase of personal protective equipment (PPE); school and district signage; hydroxyl generators; air purifiers; symptoms screening application; desk shields; and footwear sanitizing mats, in order to safely operate schools for in-person learning.

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; ([count] of 2000 maximum characters used)

Every student was assessed for academic learning and social and emotional wellbeing. Based on the results of these assessments, there is a need for the district to address the academic impact of lost in-person instructional time. Through the implementation of digital platforms such as ALEKS and Lexia; Homework Hotline; Extended School Day programming; individualized and small-group tutoring; the district is able to provide a comprehensive research-based after-school program for its students. During the school day, school-based tutoring is offered at all school sites. Equitable funding will continue to be allocated to each school for the implementation of these programs. The district's summer program is inclusive of credit recovery, Kindergarten Boot Camp, elementary enrichment, High School acceleration, High School Bridge, and College and Career Readiness Institute. These programs offer additional opportunities to extend student learning and address learning gaps. School counselors and social workers will continue to receive training to provide individual, small group, and classroom guidance related to the five social emotional core competencies and grief and loss.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

The district will use the ARP ESSER funding to focus on three key areas: Teaching and Learning, Facility Upgrades, and Technology. The district will implement a curriculum that provides knowledge-building as a core method to improve the academic achievement of all students. The district will purchase consulting services to support the professional development of paraprofessionals, teachers, and principals; pay tuition costs for teachers to become certified in high-need content areas; provide extended learning enrichment activities beyond the school day and across the summer that accelerate student learning; pay teachers to write curricula for these efforts; provide tutoring services; and purchase textbooks, supplies and materials to support all of these efforts. Facility upgrades will address the safety and health needs of school buildings to make them conducive learning environments for students. Purchase of equipment for maintenance, health, and safety for service to schools, repairs or replacements to roofs, windows, gymnasiums, outdoor fields, and other areas experiencing water infiltration are high areas of need. Additionally, the majority of schools are in need of having entire buildings painted. Addressing this need will change the physical appearance of schools. With the need for increased instructional spaces and innovative programs and because of the years existing units have been in the district, temporary classroom units are needed throughout the district. Technology needs have been identified as follows: student Chromebooks; laptops for administrators, teachers, and other instructional staff; Wi-Fi-enabled Smart Boards; hotspots; new fiber optics cabling; upgrade of Wireless Local Area Network (LAN); upgrade of Ethernet cabling; upgrade of schools' backbone switches; implementation of digital archiving; upgrade of data center backbone switches; upgrade of the schools' security surveillance system; implementation of cyber security solutions.

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 COVID19 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.

([count] of 2000 maximum characters used)

The district will implement new/revised curricula aligned to the most recent NJSLs, and 1-to-1 academic tutoring and small group tutoring within the school day, during extended learning time, and through Saturday academies. The tutoring process was developed in consultation with academic leads and informed by recent research and in the area of mathematics will be informed by SAGA Education with a specific pilot with SAGA to accelerate Algebra 1 students. In each of the tutoring settings, tutors (certified teachers, SAGA Tutors, and paraprofessionals) will accelerate learning, not remediate learners. Special education learners and ELLs will participate in the 1-to-1 academic tutoring, small group tutoring, and receive compensatory services to address learning loss. Learning acceleration gives students laser-focused instruction on the specific skills and content that they need to learn new grade-level material. Every student's progress is tracked to ensure progress and if more intensive intervention is needed, it can be done so in a timely manner. With tutoring and compensatory services for students with disabilities, the district will provide progress reports every six weeks to monitor the growth and diminished learning loss through the acceleration protocol. Additionally, all units of study include explicit SEL competencies that relate to, complement or extend, the academic learning. The inclusion of SEL competencies is embedded in all curriculum documents. The district established a comprehensive team of stakeholders known as the Reopening of Schools Task Force, that includes principals, teachers, nurses, other instructional and non-instructional school-based staff, central office employees, board members, parents, students, community members, and union leaders. This group is charged with providing recommendations for consideration regarding the safe reopening of schools. The district will continue to collaborate with all stakeholders for input.

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. ([count] of 2000 maximum characters used)

The district continues to engage in meaningful consultation and solicit feedback from various stakeholders. The Office of Special Education works closely with the Newark Special Education Parent Advisory Council (SEPAC) holding monthly meetings. The Office of Bilingual Education meets with its Bilingual Parent Advisory Council to engage in meaningful consultations with stakeholders. Other organizations in consultations with the district include Youth Build and Newark Youth Courts.

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## Assurances

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American Rescue Plan of 2021

Elementary and Secondary School Emergency Relief Fund (ARP- ESSER)

- ☒ By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below that will apply to any subsequent application amendments of all federal programs in which the LEA participates.

**The Local Educational Agency (LEA) hereby assures the New Jersey Department of Education that:**

1. The LEA, as a recipient of funds under the ARP understands the general assurances agreed to in the GMS system also apply to the ARP funds.
2. The LEA, as a recipient of federal funds under the ARP will determine the most important educational needs as a result of COVID-19, propose a timeline for providing services and assistance to students and staff, determine the extent to which the LEA intends to use funds awarded under the ARP to promote the authorized purposes and uses, and determine how the LEA intends to assess and address student learning loss resulting from the disruption in educational services. This information should be documented by the LEA and be available upon request by the NJDOE;
3. The LEA will ensure that funds awarded under the ARP are used for activities allowable under section 2001. All activities and expenditures must be reasonable, necessary, allocable under section 2001 and meet the purpose of the ARP, to prepare for, prevent and respond to COVID-19. Further, the LEA, as a recipient of funds under section 2001 of the ARP, will reserve not less than twenty percent (20%) of such funds to address learning loss through the 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 the students academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 USC 6311(b)(2)(B)(xi), students experiencing homelessness, and children in foster care;
4. The LEA, as a recipient of funds under section 2001 of the ARP agrees to develop and comply with the requirements for a safe return to in-person instruction as required in section 2001(e) of the ARP;
5. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under the ARP. LEA will utilize Grants Management System (EWEG) to budget and report financial expenditures relating to ESSER funds provided under the ARP. Further, upon request by NJDOE, the LEA will provide documentation to support claims for expenditures, including expenditure ledgers, invoices, receipts and documentation to support purchases and proof of services received;
6. The LEA will adopt and use proper methods of administering funds received under the ARP Act, including:
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each federal award; and
  - B. The correction of deficiencies in operations that are identified through audits, monitoring, or evaluation.
7. The LEA will ensure that any and all internet connectivity purchases are in compliance with the Child Internet Protection Act (CIPA);
8. The LEA, as a recipient of funds under the ARP will comply with the provisions of all applicable acts, regulations and assurances, including the New Jersey School Code, the New Jersey Administrative Code, orders and guidance from the New Jersey State Department of Education, NJDOE State Board of Education, and the following provisions of Education Department General Administrative Regulations

(EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Assurances Fully Agreed to By: Michelina Thornton

Assurances Fully Agreed To: 10/26/2021

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**Submit**

[Instructions](#)

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LOADING...

**Consistency Check is running...**

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**Application History** (Read Only)[Instructions](#)

Status Change	UserId	Action Date
Submitted to NJDOE	MTHORNTON133570	10-29-2021

**The application has been submitted. No more updates will be saved for the application.**

**NOTE: Print requests do not process immediately. The process runs hourly at the top of the hour. If you need an immediate copy of a page, use the Printer Friendly view on the respective page and print using your browser's print function.**

Request Print Job
<input type="checkbox"/> American Rescue Plan Consolidated
<input type="checkbox"/> ARP ESSER
<input type="checkbox"/> Accelerated Learning Coach and Educator Support
<input type="checkbox"/> Evidence Based Summer Learning and Enrichment
<input type="checkbox"/> Evidence Based Comprehensive Beyond the School Day
<input type="checkbox"/> NJTSS Mental Health Support Staffing
<input type="checkbox"/> Homeless
<a href="#">Request Print</a>
Requested Print Jobs
<a href="#">Requested by rmuhamma133570 on 11/2/2021</a>
Completed Print Jobs

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**Allocation Detail**

ESSER

177,448,853



## Allowable Uses

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### Use of Funds: A local educational agency that receives funds under this title may use the funds for any of the following:

- ☒ A-D) 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.).

Explanation/Description ([count] of 250 maximum characters used)

Programs and activities to support all student populations achieve success in Literacy; Mathematics; CTE programs; STEM; Visual and Performing Arts.

- ☒ E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Explanation/Description ([count] of 250 maximum characters used)

The Newark Board of Education will continue to work with the Newark Public Health office, other national, state and local health organizations to improve coordinated responses to prevent, prepare for and respond to coronavirus.

- ☒ F) Activities to address the unique needs of low-income children of students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Explanation/Description ([count] of 250 maximum characters used)

Extended-day programs; summer learning and enrichment programs. The Newark Board of Education will expand and enhance current programs to address the unique needs of children from historically disenfranchised groups.

- ☒ G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Explanation/Description ([count] of 250 maximum characters used)

Health and security systems and procedures enhanced.

- ☒ H) Training and professional development for staff of local educational agency, including buildings operated by such agency.

Explanation/Description ([count] of 250 maximum characters used)

Professional development for district and school-based staff. Including, elementary teachers with math certification through a partnership with Rutgers University, allowing Algebra 1 to be offered at all elementary schools.

- ☒ I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Explanation/Description ([count] of 250 maximum characters used)

Hydroxyl machines and major filter replacements addresses air quality concerns in classrooms, offices, and other general spaces. Personal Protective Equipment for the health and safety of students and staff.

- ☒ J) Planning, for coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State and local requirements.

Explanation/Description ([count] of 250 maximum characters used)

Internet access to students who were issued chromebooks who do not have Wi-Fi at home

- ☒ K) Purchasing educational technology (including hardware, software and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Explanation/Description ([count] of 250 maximum characters used)

Digital online learning platforms, Wireless LAN, Smart Boards, network storage, network switches, network cabling, Intercom, Surveillance and Cyber Security solutions.

- ☒ L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

Explanation/Description ([count] of 250 maximum characters used)

Professional development to provide mental health training to district and school-based staff.

- ☒ M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Explanation/Description ([count] of 250 maximum characters used)

Before school, after school, and Saturday programs provide enrichment and co-curricular learning opportunities.

- ☒ N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by
- (i) Administering and using high-quality assessments that are valid and reliable, to accurately assess students academic progress and assist educators in meeting students academic needs, including through differentiating instruction.
  - (ii) Implementing evidence-based activities to meet the comprehensive needs of students.
  - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
  - (iv) tracking student attendance and improving student engagement in distance education.

Explanation/Description ([count] of 250 maximum characters used)

New assessments that allows the district to plan and address learning loss; 1-to-1 tutoring and extended learning time at all school sites.

- ☒ O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Explanation/Description ([count] of 250 maximum characters used)

Facilitate repairs or replacements to roofs, windows, gymnasiums, outdoor fields, and other areas experiencing water infiltration.

- ☒ P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Explanation/Description ([count] of 250 maximum characters used)

Purchase equipment for maintenance, health, and safety of schools.

- ☐ Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- ☐ R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

## Budget Summary

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Function / Object	Expenditure Category	Public Amount	Total Amount
<b>100</b>	<b>Instruction</b>		
100-100	Salaries	\$6,343,565	\$6,343,565
100-300	Purchased Services	\$5,393,100	\$5,393,100
100-500	Other Purchased Services	\$2,578,285	\$2,578,285
100-600	Instructional Supplies	\$27,167,647	\$27,167,647
100-800	Other Objects	\$2,935,975	\$2,935,975
<b>200</b>	<b>Support Services</b>		
200-100	Salaries	\$1,849,848	\$1,849,848
200-200	Benefits	\$746,316	\$746,316
200-300	Prof and Tech Services	\$14,084,650	\$14,084,650
200-400	Purchased Property Services	\$71,396,494	\$71,396,494
200-500	Other Purchased Services	\$20,130,902	\$20,130,902
200-600	Supplies and Materials	\$14,528,546	\$14,528,546
200-800	Other Objects	\$20,000	\$20,000
200-860	Indirect Cost Approved Rate 4.05600% Derived Rate 0%	\$0	\$0
<b>400</b>	<b>Fac. Acq. and Construction Ser.</b>		

400-720	Building	\$0	\$0
400-731	Instructional Equipment	\$3,715,000	\$3,715,000
400-732	Non Instructional Equipment	\$6,558,525	\$6,558,525
<b>520</b>	<b>Schoolwide</b>		
520-930	Schoolwide Blended	\$0	\$0
	<b>Program Administration</b>		
	Program Admin	\$0	\$0
<b>Total Budgeted</b>		\$177,448,853	\$177,448,853
<b>Total Available</b>			\$177,448,853
<b>Amount Remaining</b>			\$0

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**Instruction Personal Services/TPAF Eligible Salaries**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'. (0 of 1000 character maximum)

---

[Calculate Totals](#) [Add Item](#)

## Instruction Personal Services/FICA Eligible Salaries

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
1000	Teacher ▼	6124065	6124065	1000	6124065	468491	<input type="checkbox"/>
30	Teacher ▼	219500	219500	30	219500	16792	<input type="checkbox"/>
<b>1030</b>	<b>Total</b>	<b>6343565</b>	<b>6343565</b>	<b>1030</b>	<b>6343565</b>	<b>485283</b>	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'. (132 of 1000 character maximum)

Stipends for teachers to ensure tutoring to address learning loss; writing curriculum; and teaching in extended learning programs.

[Calculate Totals](#) [Add Item](#)

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**Instruction Personal Service/No Benefits Required**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Delete
		0	0			<input type="checkbox"/>
0	Total	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

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**Instruction Personal Service/Other Benefits**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

<b>Benefits</b>		<b>Public</b>	<b>Total</b>
Instructional Personal Services Benefits/TPAF Eligible Salaries 100-100 (0.45)		0	0
Instructional Personal Benefits/Other Pension System Salaries 100-100 (0.0765)		485283	485283
<b>Total for 100-100</b>		<b>485283</b>	<b>485283</b>
<b>Expenditure Category</b>	<b>Public Amount</b>	<b>Total Amount</b>	<b>Delete</b>
<div><div></div><div></div></div>	0	0	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#) [Add Item](#)



## Instructional Expenditures

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Instruction (100)

- a. 100-300 Instruction Purchased Services
- b. 100-500 Instruction Other Purchased Services
- c. 100-600 Instructional Supplies
- d. 100-800 Instruction Other Objects

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Function & Object	Expenditure Category	Description	Public	Total Funds	Delete
100 500 ▾	Service costs for persons not on LEA/Agencys payroll ▾	Tutoring costs for tutoring SAGA Education for training the tutors	2500000	2500000	<input type="checkbox"/>
100 500 ▾	Other ▾	Supplies for students to manage food distribution.	78285	78285	<input type="checkbox"/>
100 800 ▾	Field Trip Admission Fee for students ▾	Admission for students in CTE program for field trips.	85975	85975	<input type="checkbox"/>
100 800 ▾	Field Trip Admission Fee for students ▾	Extended Classroom Learning Experiences	2850000	2850000	<input type="checkbox"/>
100 300 ▾	Ed Consultants working directly w/students ▾	Consultants providing enrichment activities to	4613100	4613100	<input type="checkbox"/>

		students K-12.			
100 300 ▾	Ed Consultants working directly w/students ▾	Consultants working with students in the CTE programs.	750000	750000	<input type="checkbox"/>
100 300 ▾	Ed Consultants working directly w/students ▾	Mental Health & Crisis professional services for students	30000	30000	<input type="checkbox"/>
100 600 ▾	Supplies, Instructional ▾	Instructional supplies to support all content areas of district curricula.	10341238	10341238	<input type="checkbox"/>
100 600 ▾	Textbooks & Workbooks for student use ▾	Student textbooks	9421000	9421000	<input type="checkbox"/>
100 600 ▾	Supplies, Instructional ▾	Upgrade in classroom furniture.	2500000	2500000	<input type="checkbox"/>
100 600 ▾	Supplies, Instructional ▾	Touch tablet devices for elementary students; microphone and classroom accessories to enhance sound in classrooms.	772592	772592	<input type="checkbox"/>
100 600 ▾	Supplies, Instructional ▾	Supplies and materials for CTE programs.	1364578	1364578	<input type="checkbox"/>
100 600 ▾	Supplies, Instructional ▾	Supplies and Materials to support mental health for students.	18726	18726	<input type="checkbox"/>
100 600 ▾	Supplies, Instructional ▾	Instructional supplies and materials for	662745	662745	<input type="checkbox"/>

		district early childhood centers.			
100 600 ▼	Other ▼	Cameras and security tablets used in schools.	2086768	2086768	<input type="checkbox"/>
<b>Total</b>			<b>38075007</b>	<b>38075007</b>	

Calculate Totals | Add Additional Entries

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**Support Services/TPAF Eligible Salaries**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
2	Other ▾	320000	320000	2	320000	144000	<input type="checkbox"/>
2	Total	320000	320000	2	320000	144000	

\*\*Base salary is full salary for total staff indicated in the row

*Please describe the exact position duties for the selection 'Other'. (78 of 1000 character maximum)
2 Transition Specialists to assist families transitioning children to Pre-K.

[Calculate Totals](#) [Add Item](#)

## Support Services/FICA Eligible Salaries

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
50	School Counselors ▼	82000	82000	50	82000	6273	<input type="checkbox"/>
80	Other ▼	685848	685848	80	685848	52467	<input type="checkbox"/>
20	Other ▼	112000	112000	20	112000	8568	<input type="checkbox"/>
30	Other ▼	500000	500000	30	500000	38250	<input type="checkbox"/>
100	Other ▼	150000	150000	100	150000	11475	<input type="checkbox"/>
<b>280</b>	<b>Total</b>	<b>1529848</b>	<b>1529848</b>	<b>280</b>	<b>1529848</b>	<b>117033</b>	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'. (231 of 1000 character maximum)

Stipends for counselors and social workers to provide additional mental health supports to students. Administrative stipends for the Principal Pipeline. Stipends to support IT, Facility and health needs across the district.

[Calculate Totals](#)
[Add Item](#)

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**Support Services/No Benefits Required**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

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**Support Services/Other Benefits**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

<b>Benefits</b>		<b>Public</b>	<b>Total</b>
Support Services Benefits/TPAF Eligible Salaries 200-200 (0.45)		144000	144000
Support Services Benefits/Other Pension System Salaries 200-200 (0.0765)		117033	117033
<b>Total for 200-200</b>		<b>261033</b>	<b>261033</b>
<b>Expenditure Category</b>	<b>Public Amount</b>	<b>Total Amount</b>	<b>Delete</b>
<div><div></div><div></div></div>	0	0	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#) [Add Item](#)

**Non-Instructional Expenditures**[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Support Services (200)

- a. 200-300 Purchased Professional And Technical Services
- b. 200-400 Purchased Property Services
- c. 200-500 Non-Instruction Other Purchased Services
- d. 200-600 Non-Instructional Supplies
- e. 200-800 Non-Instruction Other Objects

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Function & Object	Expenditure Category	Description	Public	Total Funds	Delete
200 400 ▾	Maintenance contracts, Equipment ▾	Contracts needed for upgrading school buildings	21396494	21396494	<input type="checkbox"/>
200 400 ▾	Repairs & Maintenance, Equipment ▾	Upgrades to school buildings in need.	50000000	50000000	<input type="checkbox"/>
200 500 ▾	Field Trip Transportation (Bus Rental) ▾	Field trip transportation for extended learning experiences.	8441402	8441402	<input type="checkbox"/>
200 500 ▾	Internet Access and Videoconference ▾	Internet access via hotspots, Replacement of aging switches in all schools to provide faster network connectivity to	11400000	11400000	<input type="checkbox"/>



		staff and teachers.			
200 500 ▾	Conference/Workshops Staff Registration fees ▾	Classes to assist teachers with getting certifications.	260000	260000	<input type="checkbox"/>
200 500 ▾	Field Trip Transportation (Bus Rental) ▾	Buses for field trips for CTE students.	29500	29500	<input type="checkbox"/>
200 600 ▾	Supplies, non-instructional ▾	Health supplies for nurses across the district.	100072	100072	<input type="checkbox"/>
200 600 ▾	Supplies, non-instructional ▾	Supplies and materials to support professional development	100600	100600	<input type="checkbox"/>
200 600 ▾	Supplies, non-instructional ▾	Supplies and materials to support district-wide parent engagement initiatives.	105000	105000	<input type="checkbox"/>
200 600 ▾	Supplies, non-instructional ▾	PCs to replace aging desktops used by the administrative staff in schools and Central Office.	10000000	10000000	<input type="checkbox"/>
200 600 ▾	Expendable items and general supplies ▾	Supplies to support district-wide staff development.	250000	250000	<input type="checkbox"/>
200 600 ▾	Supplies, non-instructional ▾	Materials needed for upgrade of school facilities.	3847874	3847874	<input type="checkbox"/>
200 600 ▾	Expendable items and general supplies ▾	PPE supplies to support students and staff district-	125000	125000	<input type="checkbox"/>

		wide in ECC centers.			
200 800 ▾	Other ▾	Parent engagement incentives to increase parent engagement.	20000	20000	<input type="checkbox"/>
200 300 ▾	Contracts with Approved Service Providers ▾	Online platform for Parent University.	25000	25000	<input type="checkbox"/>
200 300 ▾	Consultants Professional, Technical ▾	Consultants for training on pandemic response and crisis situations.	250000	250000	<input type="checkbox"/>
200 300 ▾	Consultants, Educational ▾	Consultants to provide professional development to build staff capacity.	750000	750000	<input type="checkbox"/>
200 300 ▾	Consultants Professional, Technical ▾	Technical services for building upgrades	5000000	5000000	<input type="checkbox"/>
200 300 ▾	Consultants Professional, Technical ▾	Parent Engagement speakers for workshops.	50000	50000	<input type="checkbox"/>
200 300 ▾	Consultants Professional, Technical ▾	Professional services to support technology needs across the district.	3470000	3470000	<input type="checkbox"/>
200 300 ▾	Consultants, Educational ▾	Consultants to provide professional development to staff K-12.	4414500	4414500	<input type="checkbox"/>

200 300 ▾	Consultants Professional, Technical ▾	Mental Health & Crisis professional development for staff	25000	25000	<input type="checkbox"/>
200 300 ▾	Consultants, Educational ▾	Professional services for CTE program	83150	83150	<input type="checkbox"/>
200 300 ▾	Consultants Professional, Technical ▾	Training management for security purposes.	17000	17000	<input type="checkbox"/>
<b>Total</b>			<b>120160592</b>	<b>120160592</b>	

Calculate Totals | Add Additional Entries

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**400-720 Building**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Expenditure Category	Public Amount	Total Amount	Delete
<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#)[Add Item](#)

## Instructional Equipment

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Description	Item Cost	Public Quantity	Public Amount	Total Amount	Delete
Equipment to support cur	5000	140	700000	700000	<input type="checkbox"/>
Upgrade of the remaining	5000	320	1600000	1600000	<input type="checkbox"/>
Demonstration tables for	5000	120	600000	600000	<input type="checkbox"/>
Physical education equipr	3000	105	315000	315000	<input type="checkbox"/>
Monitoring system	10000	10	100000	100000	<input type="checkbox"/>
Food Equipment	5000	46	230000	230000	<input type="checkbox"/>
Health Equipment	5000	34	170000	170000	<input type="checkbox"/>
<b>Total</b>		<b>775</b>	<b>3715000</b>	<b>0</b>	<b>3715000</b>

[Calculate Totals](#)[Add Item](#)

## Non Instructional Equipment

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Description	Item Cost	Public Quantity	Public Amount	Total Amount	Delete
Hydroxyl generators and	5000	200	1000000	1000000	<input type="checkbox"/>
Vehicles to ensure safety	250000	20	5000000	5000000	<input type="checkbox"/>
Bucket truck for facilities	37235	15	558525	558525	<input type="checkbox"/>
<b>Total</b>		<b>235</b>	<b>6558525</b>	<b>0</b>	<b>6558525</b>

[Calculate Totals](#)[Add Item](#)

**200-860 Indirect Cost**[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$177,448,853	Public Allocation: \$177,448,853
	Total Budget: \$177,448,853	Public Budget: \$177,448,853
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Administrative Rate is  Total Administrative Funds Available \$

Total Indirect Cost **plus** Program Administration Costs must be less than or equal to the Funds Available.

Expenditure Category	Total Amount
Expenditure Less Equipment	167175328
Rate	0.04056
Maximum Available Indirect Cost	6780631
<b>Total Indirect Cost</b>	<input type="text" value="0"/>

If your district Indirect Co

	Public	Total
Program Administration Costs not including Indirect Costs	<input type="text" value="0"/>	0
Total Administrative Costs (Program Admin Costs plus Indirect Costs)		0

**District Comments**

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**District Comments ([count] of 1000 maximum characters used)**

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**Allocation Detail**

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Accelerated Learning Coaching and Educator Support Grant

4,297,693



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## Allowable Uses

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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 departments [grant 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 include 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 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.

([count] of 3500 maximum characters used)

The needs assessments are based on schools' data as informed by NWEA MAP Growth assessments, curriculum based assessments, report card performance, Midterm and final exams, and attendance. In addition, needs were assessed from the fall and spring students' SEL self-assessments and the ESSER ARP Survey feedback from: principals; teachers; Central Office staff members; students; parents; community partners; union leaders; Board Members. Developing teacher efficacy (Donohoo, 2013; Hattie 2010) and leaders' adaptive leadership capacities (Johanes & Lagerstrom, 2017) represent the focal points for the Newark Board of Education's professional learning and coaching plan. Coaching teachers, school leaders and district leaders to excellence will allow the Newark Board of Education to actualize the four principles that guide learning acceleration planning and implementation, as cited by the NJDOE: 1. Provide conditions for teaching and learning that will foster social and emotional well-being of students, families and educators. 2. Improve equitable access to grade level content and high-quality resources for each student. 3. Prioritize content and learning by focusing on the depth of instruction, rather than the pace. 4. Implement a K-12 accelerated learning cycle to identify gaps and scaffold as needed. All four tenets inform the content of professional learning the district will offer to all school based administrators, supervisors, counselors, social workers, CSTs, academic coaches, and teachers. A key focus of this professional learning is in developing adaptive leaders and building collective teacher efficacy through coaching, and content and pedagogical knowledge building. This work has commenced in SY 2021-2022 and will require support across multiple years for the greatest impact. With regard to removing barriers to Advanced Placement, the district is continuing to implement Pre-AP coursework in English, mathematics, social studies and science in the ninth and tenth grades. This work is designed to assure more students are able to enroll in AP courses. Further, we provide all learners, including students with disabilities and English Language Learners, with content support by a certified teacher outside the school day in 1-to-1 and small group tutoring. To address social emotional learning, each of the four leadership teams will have training related to the CASEL competencies where their students need additional support based on the results of the fall and spring students SEL self-assessments. The district will continue to provide professional development, coaching, and materials to teachers of students with behavior disabilities and English Learners. Teachers of students with autism will receive professional development, coaching, and materials to increase students' academic and social outcomes. Teachers of self-contained classrooms and Teachers of ESL and Bilingual learners will receive professional development, coaching and materials to develop their repertoire to meet the needs of struggling

students and language learners. School and district-based assistive technologies teams will be developed with necessary equipment to support students. To evaluate program effectiveness, the district will continue to engage stakeholders in reviewing student data; review survey feedback after professional development sessions; and through ongoing evaluations and walkthroughs.

2. Select the relevant New Jerseys Learning Acceleration Principle (s) that best captures your plan. - See the departments webpage for guidance on selection:

- ☐ **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 K12 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 this US Department of Education department webpage 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.

([count] of 1000 maximum characters used)

Research evidence that supports the district's professional development and coaching focus include: 1. Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W. H. Freeman 2. Donohoo, J. (2021). Collective Efficacy: how educators' beliefs impact student learning. Thousand Oaks, CA: Corwin. 3. Eells, R. (2011). Meta-analysis of the relationship between collective efficacy and student achievement (Dissertation). Paper 133. [http://ecommons.luc.edu/luc\\_diss/133](http://ecommons.luc.edu/luc_diss/133) 4. Elmore, R. (2008). School reform from the inside out: Policy, practice and performance. Cambridge MA: Harvard Education Press. 5. Johanes, P., & Lagerstrom, L. (2017, June), Adaptive Learning: The premise, promise, and pitfalls. Paper presented at 2017 ASEE Annual Conference & Exposition, Columbus, Ohio. 10.18260/1-2--2753

**Budget Summary**[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Function / Object	Expenditure Category	Public Amount	Total Amount
<b>100</b>	<b>Instruction</b>		
100-100	Salaries	\$0	\$0
100-300	Purchased Services	\$0	\$0
100-500	Other Purchased Services	\$0	\$0
100-600	Instructional Supplies	\$297,693	\$297,693
100-800	Other Objects	\$0	\$0
<b>200</b>	<b>Support Services</b>		
200-100	Salaries	\$0	\$0
200-200	Benefits	\$0	\$0
200-300	Prof and Tech Services	\$4,000,000	\$4,000,000
200-400	Purchased Property Services	\$0	\$0
200-500	Other Purchased Services	\$0	\$0
200-600	Supplies and Materials	\$0	\$0
200-800	Other Objects	\$0	\$0
200-860	Indirect Cost Approved Rate 4.05600% Derived Rate 0%	\$0	\$0
<b>400</b>	<b>Fac. Acq. and Construction Ser.</b>		
400-720	Building	\$0	\$0
400-731	Instructional Equipment	\$0	\$0
400-732	Non Instructional Equipment	\$0	\$0
<b>520</b>	<b>Schoolwide</b>		
520-930	Schoolwide Blended	\$0	\$0
	<b>Program Administration</b>		
	Program Admin	\$0	\$0
<b>Total Budgeted</b>		\$4,297,693	\$4,297,693
<b>Total Available</b>			\$4,297,693
<b>Amount Remaining</b>			\$0



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**Instruction Personal Services/TPAF Eligible Salaries**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

---

**Instruction Personal Services/FICA Eligible Salaries**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

---

**Instruction Personal Service/No Benefits Required**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Delete
		0	0			<input type="checkbox"/>
0	Total	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#)[Add Item](#)

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**Instruction Personal Service/Other Benefits**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

<b>Benefits</b>		<b>Public</b>	<b>Total</b>
Instructional Personal Services Benefits/TPAF Eligible Salaries 100-100 (0.45)		0	0
Instructional Personal Benefits/Other Pension System Salaries 100-100 (0.0765)		0	0
<b>Total for 100-100</b>		<b>0</b>	<b>0</b>
<b>Expenditure Category</b>	<b>Public Amount</b>	<b>Total Amount</b>	<b>Delete</b>
<div><div></div><div></div></div>	0	0	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#) [Add Item](#)



## Instructional Expenditures

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Instruction (100)

- a. 100-300 Instruction Purchased Services
- b. 100-500 Instruction Other Purchased Services
- c. 100-600 Instructional Supplies
- d. 100-800 Instruction Other Objects

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Function & Object	Expenditure Category	Description	Public	Total Funds	Delete
100 600 ▾	Supplies, Instructional ▾	Provide educators with meaningful texts, classroom supplies to support the learning of special education, bilingual and ELL students.	297693	297693	<input type="checkbox"/>
<b>Total</b>			<b>297693</b>	<b>297693</b>	

[Calculate Totals](#) [Add Additional Entries](#)

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**Support Services/TPAF Eligible Salaries**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#)[Add Item](#)

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**Support Services/FICA Eligible Salaries**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

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**Support Services/No Benefits Required**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

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**Support Services/Other Benefits**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

<b>Benefits</b>		<b>Public</b>	<b>Total</b>
Support Services Benefits/TPAF Eligible Salaries 200-200 (0.45)		0	0
Support Services Benefits/Other Pension System Salaries 200-200 (0.0765)		0	0
<b>Total for 200-200</b>		<b>0</b>	<b>0</b>
<b>Expenditure Category</b>	<b>Public Amount</b>	<b>Total Amount</b>	<b>Delete</b>
<div><div></div><div></div></div>	0	0	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#) [Add Item](#)

## Non-Instructional Expenditures

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Support Services (200)

- a. 200-300 Purchased Professional And Technical Services
- b. 200-400 Purchased Property Services
- c. 200-500 Non-Instruction Other Purchased Services
- d. 200-600 Non-Instructional Supplies
- e. 200-800 Non-Instruction Other Objects

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Function & Object	Expenditure Category	Description	Public	Total Funds	Delete
200 300 ▾	Consultants, Educational ▾	Educational consultants to 1.develop district and school leaders through adaptive leadership coaching.	500000	500000	<input type="checkbox"/>
200 300 ▾	Consultants, Educational ▾	Consultants to develop efficacy and pedagogy for special education teachers.	1500000	1500000	<input type="checkbox"/>
200 300 ▾	Consultants, Educational ▾	Consultants to develop efficacy and pedagogy of school counselors, school social workers & CST teams.	500000	500000	<input type="checkbox"/>
200 300 ▾	Consultants, Educational ▾	Consultants to	1500000	1500000	<input type="checkbox"/>

		develop collective teacher efficacy and pedagogy among content teachers, bilingual and ESL teachers.			
Total			4000000	4000000	

Calculate Totals

Add Additional Entries

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**400-720 Building**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Expenditure Category	Public Amount	Total Amount	Delete
<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#)[Add Item](#)



Instructional Equipment

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Funds	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Description	Item Cost	Public Quantity	Public Amount	Total Amount	Delete
	0	0	0	0	<input type="checkbox"/>
Total		0	0	0	0

Calculate Totals Add Item

Non Instructional Equipment

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Funds	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Description	Item Cost	Public Quantity	Public Amount	Total Amount	Delete
	0	0	0	0	<input type="checkbox"/>
Total		0	0	0	0

Calculate Totals Add Item

**200-860 Indirect Cost**[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$4,297,693	Public Allocation: \$4,297,693
	Total Budget: \$4,297,693	Public Budget: \$4,297,693
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Administrative Rate is  Total Administrative Funds Available \$

Total Indirect Cost **plus** Program Administration Costs must be less than or equal to the Funds Available.

Expenditure Category	Total Amount
Expenditure Less Equipment	4297693
Rate	0.04056
Maximum Available Indirect Cost	174314
<b>Total Indirect Cost</b>	<input type="text" value="0"/>

If your district Indirect Co

	Public	Total
Program Administration Costs not including Indirect Costs	<input type="text" value="0"/>	0
Total Administrative Costs (Program Admin Costs plus Indirect Costs)		0

**District Comments**

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**District Comments ([count] of 1000 maximum characters used)**

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**Allocation Detail**

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Evidence-Based Summer Learning and Enrichment Activities Grant

293,010

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## Allowable Uses

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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 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). For additional guidance and a non-exhaustive list of permitted uses, see the departments [grant 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.

([count] of 3500 maximum characters used)

STEM and technology program will target middle school students to engage in STEM-related activities including robotics, design theory, coding and STEM career exploration. Based on Start Strong data, students are significantly lagging in both science and mathematics. The program will help to develop students' problem solving capacities through enrichment. This program will allow middle school students to explore STEM topics over the summer. Twelve educators will be trained in using the relevant curriculum to lead students in a daily 3-hour STEM Program over the course of five weeks; these teachers will receive professional development on the curriculum and coaching visits through the five weeks. This program is designed to help students explore STEM activities with engaging hands-on sessions that expose them to STEM concepts introduce them to career options in STEM. Students with disabilities and ELLs will be targeted for inclusion in these projects. The Visual & Performing Arts program will provide arts enrichment for students in grades 6-11 to discover and develop their own creative capacities. Based on Start Strong data, students are behind in ELA. On MAP Growth data, students demonstrate needs in writing and language. This project will accelerate learners across all three content areas through sustained engagement with the arts and enrichment. This program will involve students in grades 6-12 guided by visual and performing arts educators to explore artistic disciplines of Creative Writing, Dance, Music, Theatre, and Visual Arts while engaging in artistic practices as creators and performers. Educators will be trained in four artistic processes and the Arts Education & Social Emotional Learning Framework. Middle school students will engage in dance, music, theater, visual art and creative writing experiences. High school students will engage in the production of a musical theatre and visual art studio experiences. Creativity and the arts engage both the physical and emotional aspects of being. This program will engage students with artistic practices using music expression, self-expression through writing and visual creation, movement and voice, which are also tools used for healing. Students with disabilities and ELLs will be targeted for inclusion in these projects. Students will engage in hands-on Science and Mathematics Projects developed by MIT and other leading STEM organizations. Through this curriculum, students will solve real-world problems in a classroom where hands-on experimentation, critical thinking, problem solving, procedural fluency, and collaboration are used as teaching techniques. The courses from i2learning include Ecosystems: Mystery At Loon Lake, Building a Lunar Colony, Kinetic Sculpture, Urban Farming, Surgical Techniques, and Digital Game Design. These hands on/minds on courses help students to actualize their science and mathematical knowledge in the construction of projects. Each course involves 20-25 hours of hands-on, project-based curriculum. Educators will receive training for the course(s) that they will be teaching. The courses will be for rising 5th-8th graders. Students with disabilities and

ELs will be targeted for inclusion in these projects. Students, parents and staff will be evaluated to assess the impact of all programs.

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 this US Department of Education department webpage 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 ongoing efforts to examine the effects of such activity, strategy or intervention.

([count] of 1000 maximum characters used)

The STEM, Technology and Visual Arts plan is evidenced by the following: Ed Tech: Students' perceptions of STEM learning after participating in a summer informal learning experience Elpus, K. (2013). Arts education and positive youth development: Cognitive, behavioral, and social outcomes of adolescents who study the arts. National Endowment for the Arts. Masitoh, Lisda Fitriana & Harina Fitriyani. (2018). Improving students' mathematics self-efficacy through problem based learning. Masitoh, Vol 1, No 1. Merritt, J., Lee, M. Y., Rillero, P. and B. M. Kinach. (2017). Problem-Based Learning in K-8 Mathematics and Science Education: A Literature Review. The Interdisciplinary Journal of Problem-Based Learning, Vol. 11. Winsler, Adam, et al. (2019). "Selection Into, and Academic Benefits From, Arts-Related Courses in Middle School for Low-Income, Ethnically Diverse Youth," Psychology of Aesthetics, Creativity, and the Arts.

**Budget Summary**[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Function / Object	Expenditure Category	Public Amount	Total Amount
<b>100</b>	<b>Instruction</b>		
100-100	Salaries	\$130,000	\$130,000
100-300	Purchased Services	\$8,000	\$8,000
100-500	Other Purchased Services	\$0	\$0
100-600	Instructional Supplies	\$105,870	\$105,870
100-800	Other Objects	\$5,000	\$5,000
<b>200</b>	<b>Support Services</b>		
200-100	Salaries	\$13,000	\$13,000
200-200	Benefits	\$10,940	\$10,940
200-300	Prof and Tech Services	\$12,400	\$12,400
200-400	Purchased Property Services	\$0	\$0
200-500	Other Purchased Services	\$7,800	\$7,800
200-600	Supplies and Materials	\$0	\$0
200-800	Other Objects	\$0	\$0
200-860	Indirect Cost Approved Rate 4.05600% Derived Rate 0%	\$0	\$0
<b>400</b>	<b>Fac. Acq. and Construction Ser.</b>		
400-720	Building	\$0	\$0
400-731	Instructional Equipment	\$0	\$0
400-732	Non Instructional Equipment	\$0	\$0
<b>520</b>	<b>Schoolwide</b>		
520-930	Schoolwide Blended	\$0	\$0
	<b>Program Administration</b>		
	Program Admin	\$0	\$0
<b>Total Budgeted</b>		\$293,010	\$293,010
<b>Total Available</b>			\$293,010
<b>Amount Remaining</b>			\$0





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**Instruction Personal Services/TPAF Eligible Salaries**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

# Instruction Personal Services/FICA Eligible Salaries

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
12	Teacher - Extended Day/Extended Year ▼	38000	38000	12	38000	2907	<input type="checkbox"/>
15	Teacher - Extended Day/Extended Year ▼	90000	90000	15	90000	6885	<input type="checkbox"/>
1	Teacher ▼	2000	2000	1	2000	153	<input type="checkbox"/>
<b>28</b>	<b>Total</b>	<b>130000</b>	<b>130000</b>	<b>28</b>	<b>130000</b>	<b>9945</b>	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(41 of 1000 character maximum)

Stipends for middle school STEM Program.

Calculate Totals Add Item

---

**Instruction Personal Service/No Benefits Required**

---

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Delete
		0	0			<input type="checkbox"/>
0	Total	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

---

**Instruction Personal Service/Other Benefits**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

<b>Benefits</b>		<b>Public</b>	<b>Total</b>
Instructional Personal Services Benefits/TPAF Eligible Salaries 100-100 (0.45)		0	0
Instructional Personal Benefits/Other Pension System Salaries 100-100 (0.0765)		9945	9945
<b>Total for 100-100</b>		<b>9945</b>	<b>9945</b>
<b>Expenditure Category</b>	<b>Public Amount</b>	<b>Total Amount</b>	<b>Delete</b>
<div><div></div><div></div></div>	0	0	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#) [Add Item](#)

## Instructional Expenditures

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Instruction (100)

- a. 100-300 Instruction Purchased Services
- b. 100-500 Instruction Other Purchased Services
- c. 100-600 Instructional Supplies
- d. 100-800 Instruction Other Objects

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Function & Object	Expenditure Category	Description	Public	Total Funds	Delete
100 800 ▾	Field Trip Admission Fee for students ▾	Admissions to museums, plays, and other performances.	5000	5000	<input type="checkbox"/>
100 300 ▾	Ed Consultants working directly w/students ▾	Residencies and teaching artists working with students.	8000	8000	<input type="checkbox"/>
100 600 ▾	Supplies, Instructional ▾	Supplies for robotics, digital creativity, and STEM activities.	56600	56600	<input type="checkbox"/>
100 600 ▾	Supplies, Instructional ▾	Art supplies for drawing, painting, ceramics and printmaking; sheet music; recorded music; sets, props, costumes, makeup for musicals.	9000	9000	<input type="checkbox"/>
100 600 ▾	Supplies, Instructional ▾	Students supplies	40270	40270	<input type="checkbox"/>

		and materials for the i2learning courses being offered.			
<b>Total</b>			<b>118870</b>	<b>118870</b>	

Calculate Totals

Add Additional Entries

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**Support Services/TPAF Eligible Salaries**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

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**Support Services/FICA Eligible Salaries**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
1	Pupil Services Personnel ▼	2000	2000	1	2000	153	<input type="checkbox"/>
4	Other ▼	11000	11000	4	11000	842	<input type="checkbox"/>
5	Total	13000	13000	5	13000	995	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'. (127 of 1000 character maximum)

Nurse for Ed Tech summer program; Principal, Clerk, Social Worker, and Nurse for visual and performing arts summer program.

[Calculate Totals](#) [Add Item](#)



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**Support Services/No Benefits Required**

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[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

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**Support Services/Other Benefits**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

<b>Benefits</b>		<b>Public</b>	<b>Total</b>
Support Services Benefits/TPAF Eligible Salaries 200-200 (0.45)		0	0
Support Services Benefits/Other Pension System Salaries 200-200 (0.0765)		995	995
<b>Total for 200-200</b>		<b>995</b>	<b>995</b>
<b>Expenditure Category</b>	<b>Public Amount</b>	<b>Total Amount</b>	<b>Delete</b>
<div><div></div><div></div></div>	0	0	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#) [Add Item](#)

## Non-Instructional Expenditures

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Support Services (200)

- a. 200-300 Purchased Professional And Technical Services
- b. 200-400 Purchased Property Services
- c. 200-500 Non-Instruction Other Purchased Services
- d. 200-600 Non-Instructional Supplies
- e. 200-800 Non-Instruction Other Objects

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Function & Object	Expenditure Category	Description	Public	Total Funds	Delete
200 500 ▾	Field Trip Transportation (Bus Rental) ▾	Buses for student extended learning experiences.	7800	7800	<input type="checkbox"/>
200 300 ▾	Consultants, Educational ▾	Educational technology professional development.	2400	2400	<input type="checkbox"/>
200 300 ▾	Consultants, Educational ▾	Teacher training provided by i2learning for each course.	10000	10000	<input type="checkbox"/>
<b>Total</b>			<b>20200</b>	<b>20200</b>	

[Calculate Totals](#)
[Add Additional Entries](#)

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**400-720 Building**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Expenditure Category	Public Amount	Total Amount	Delete
<input type="text" value="▼"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#)[Add Item](#)

Instructional Equipment

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Funds	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Description	Item Cost	Public Quantity	Public Amount	Total Amount	Delete
	0	0	0	0	<input type="checkbox"/>
Total		0	0	0	0

Calculate Totals Add Item

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**Non Instructional Equipment**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Description	Item Cost	Public Quantity	Public Amount	Total Amount	Delete
	0	0	0	0	<input type="checkbox"/>
<b>Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

[Calculate Totals](#) [Add Item](#)

**200-860 Indirect Cost**[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Administrative Rate is  Total Administrative Funds Available \$

Total Indirect Cost **plus** Program Administration Costs must be less than or equal to the Funds Available.

Expenditure Category	Total Amount
Expenditure Less Equipment	293010
Rate	0.04056
Maximum Available Indirect Cost	11884
<b>Total Indirect Cost</b>	<input type="text" value="0"/>

If your district Indirect Co

	Public	Total
Program Administration Costs not including Indirect Costs	<input type="text" value="0"/>	0
Total Administrative Costs (Program Admin Costs plus Indirect Costs)		0

**District Comments**

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**District Comments ([count] of 1000 maximum characters used)**

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**Allocation Detail**

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Evidence-Based Comprehensive Beyond the School Day Activities Grant

293,010



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## Allowable Uses

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Use of Funds: 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). For additional guidance and a non-exhaustive list of permitted uses, see the departments: [grant 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.

([count] of 3500 maximum characters used)

1a. Based on student performance on Start Strong (2021), MAP Growth (2021) data, as well as the NJ Spelling Assessment, there is a significant need to support K-3 learners in reading. In order to prevent reading difficulties, the district will implement a small group reading support professional learning project for all elementary ELA coaches and teachers in grades K-3. 1b. This work will be conducted through onsite ELA coaches and an external consultant. The coaches and selected teachers will learn how to conduct small group reading lessons for learners in grades K-3 through direct work with the consultant and members of the ELA Office. Onsite support will be provided through the coaches. All teachers will be provided with professional and student materials to support the goal of the prevention of reading difficulties. 1c. The prevention of reading difficulties speaks directly to addressing the disproportionate impact of COVID-19 on our youngest learners who have struggled to break code and build reading fluency. This project seeks to prevent reading difficulties in K-2 and intervene in grade 3. 1d. To evaluate program effectiveness, the district will continue to engage stakeholders in reviewing student data; review survey feedback after professional development sessions; and through ongoing evaluations and walkthroughs.

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 this US Department of Education department webpage 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.

([count] of 1000 maximum characters used)

The plan is evidence-based. Specifically, the following Tier 1 studies support the prevention of reading difficulties. 1. Coyne MD, Kame'enui EJ, Simmons DC, Harn BA. Beginning reading intervention as inoculation or insulin: First-grade reading performance of strong responders to kindergarten intervention. *Journal of Learning Disabilities*. 2004;37(2):90-104. 2. Ehri LC. Teaching phonemic awareness and phonics: An explanation of the National Reading Panel meta-analysis. In: McCardle P, Chhabra V, editors. *The voice of evidence in reading research*. Brookes; Baltimore, MD: 2004. pp. 153-186. 3. National Reading Panel. *Teaching children to read: Evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. National Reading Panel, National Institute of Child Health and Human Development; Bethesda, MD: 2000.

**Budget Summary**[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Function / Object	Expenditure Category	Public Amount	Total Amount
<b>100</b>	<b>Instruction</b>		
100-100	Salaries	\$0	\$0
100-300	Purchased Services	\$0	\$0
100-500	Other Purchased Services	\$0	\$0
100-600	Instructional Supplies	\$243,010	\$243,010
100-800	Other Objects	\$0	\$0
<b>200</b>	<b>Support Services</b>		
200-100	Salaries	\$0	\$0
200-200	Benefits	\$0	\$0
200-300	Prof and Tech Services	\$50,000	\$50,000
200-400	Purchased Property Services	\$0	\$0
200-500	Other Purchased Services	\$0	\$0
200-600	Supplies and Materials	\$0	\$0
200-800	Other Objects	\$0	\$0
200-860	Indirect Cost Approved Rate 4.05600% Derived Rate 0%	\$0	\$0
<b>400</b>	<b>Fac. Acq. and Construction Ser.</b>		
400-720	Building	\$0	\$0
400-731	Instructional Equipment	\$0	\$0
400-732	Non Instructional Equipment	\$0	\$0
<b>520</b>	<b>Schoolwide</b>		
520-930	Schoolwide Blended	\$0	\$0
	<b>Program Administration</b>		
	Program Admin	\$0	\$0
<b>Total Budgeted</b>		\$293,010	\$293,010
<b>Total Available</b>			\$293,010
<b>Amount Remaining</b>			\$0



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**Instruction Personal Services/TPAF Eligible Salaries**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

---

**Instruction Personal Services/FICA Eligible Salaries**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

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**Instruction Personal Service/No Benefits Required**

---

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Delete
	▼	0	0			<input type="checkbox"/>
0	Total	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#)[Add Item](#)

---

**Instruction Personal Service/Other Benefits**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

<b>Benefits</b>		<b>Public</b>	<b>Total</b>
Instructional Personal Services Benefits/TPAF Eligible Salaries 100-100 (0.45)		0	0
Instructional Personal Benefits/Other Pension System Salaries 100-100 (0.0765)		0	0
<b>Total for 100-100</b>		<b>0</b>	<b>0</b>
<b>Expenditure Category</b>	<b>Public Amount</b>	<b>Total Amount</b>	<b>Delete</b>
<div><div></div><div></div></div>	0	0	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#) [Add Item](#)



## Instructional Expenditures

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Instruction (100)

- a. 100-300 Instruction Purchased Services
- b. 100-500 Instruction Other Purchased Services
- c. 100-600 Instructional Supplies
- d. 100-800 Instruction Other Objects

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Function & Object	Expenditure Category	Description	Public	Total Funds	Delete
100 600 ▾	Supplies, Instructional ▾	Decodable texts, grade level reading texts for K-3 classrooms	243010	243010	<input type="checkbox"/>
<b>Total</b>			<b>243010</b>	<b>243010</b>	

[Calculate Totals](#)[Add Additional Entries](#)

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**Support Services/TPAF Eligible Salaries**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

---

**Support Services/FICA Eligible Salaries**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

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**Support Services/No Benefits Required**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

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**Support Services/Other Benefits**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

<b>Benefits</b>		<b>Public</b>	<b>Total</b>
Support Services Benefits/TPAF Eligible Salaries 200-200 (0.45)		0	0
Support Services Benefits/Other Pension System Salaries 200-200 (0.0765)		0	0
<b>Total for 200-200</b>		<b>0</b>	<b>0</b>
<b>Expenditure Category</b>	<b>Public Amount</b>	<b>Total Amount</b>	<b>Delete</b>
<div><div></div><div></div></div>	0	0	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#) [Add Item](#)

---

**Non-Instructional Expenditures**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

Support Services (200)

- a. 200-300 Purchased Professional And Technical Services
- b. 200-400 Purchased Property Services
- c. 200-500 Non-Instruction Other Purchased Services
- d. 200-600 Non-Instructional Supplies
- e. 200-800 Non-Instruction Other Objects

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Function & Object	Expenditure Category	Description	Public	Total Funds	Delete
200 300 ▾	Consultants, Educational ▾	Professional Development focused on addressing reading deficiencies for teachers in grades K-3	50000	50000	<input type="checkbox"/>
<b>Total</b>			<b>50000</b>	<b>50000</b>	

[Calculate Totals](#) [Add Additional Entries](#)

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**400-720 Building**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Expenditure Category	Public Amount	Total Amount	Delete
<input type="text" value="▼"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#)[Add Item](#)

Instructional Equipment

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Funds	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Description	Item Cost	Public Quantity	Public Amount	Total Amount	Delete
	0	0	0	0	<input type="checkbox"/>
Total		0	0	0	0

Calculate Totals Add Item



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**Non Instructional Equipment**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Description	Item Cost	Public Quantity	Public Amount	Total Amount	Delete
	0	0	0	0	<input type="checkbox"/>
<b>Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

[Calculate Totals](#) [Add Item](#)

**200-860 Indirect Cost**[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$293,010	Public Allocation: \$293,010
	Total Budget: \$293,010	Public Budget: \$293,010
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Administrative Rate is  Total Administrative Funds Available \$

Total Indirect Cost **plus** Program Administration Costs must be less than or equal to the Funds Available.

Expenditure Category	Total Amount
Expenditure Less Equipment	293010
Rate	0.04056
Maximum Available Indirect Cost	11884
<b>Total Indirect Cost</b>	<input type="text" value="0"/>

If your district Indirect Co

	Public	Total
Program Administration Costs not including Indirect Costs	<input type="text" value="0"/>	0
Total Administrative Costs (Program Admin Costs plus Indirect Costs)		0

**District Comments**

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**District Comments ([count] of 1000 maximum characters used)**

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**Allocation Detail**

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NJTSS Mental Health Support Staffing

88,501

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## Allowable Uses

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Use of Funds: 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.

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 need assessment(s) based on school data and engagement with stakeholders.

([count] of 3500 maximum characters used)

The district has funded a Social Worker who will be responsible for district wide mental health programs and needs of students. One of the top priorities will be to identify and focus on a district-wide needs assessment that will be administered to identified students in grades 5-12 who have demonstrated aggressive behavior. This will allow the district to receive information on root causes of extreme student behaviors. In the interim, an analysis of Tier II and Tier III referrals from the Student Support Teams was conducted to ascertain root causes. The data indicated that students are lacking in relationship skills, self-management, and personal decision-making which has resulted in an increased number of behavior referrals. Funds will be allocated for coordinating and developing partnerships with outside organizations and agencies who will provide professional development for staff and provide individual and therapeutic counseling for students. An improvement plan has been developed to provide additional training and support to the Student Support Team which is comprised of a school administrator, school counselor/social worker, teacher, and attendance counselor. The goal is to enhance the tiered intervention model of comprehensive school-based mental health supports and services that will be sustainable.

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 the different types of Tier II and Tier III mental health services that will be offered to students.

c. 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.

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.

([count] of 3500 maximum characters used)

2a. Based on analysis of Tier II and Tier III referrals from the Student Support Teams, the district will contract with providers to provide professional development for effective implementation of Tier II and III supports. 2b. The district will continue to develop partnerships with outside agencies and organizations to address the needs of Tier II and Tier III students regarding mental health. Tier II strategies used will include: small group counseling; motivational interviewing; problem solving; mentoring; low-intensity classroom based supports; daily check-ins; academic and/or behavior progress monitoring. Tier III strategies will include: continuous monitoring of academics and/or behavior; family supports; individual counseling; and referrals to outside agencies. Additional partnerships will be developed with local colleges/universities to provide social workers and licensed clinical alcohol and drug counselor interns within district schools. 2c. The district's Student Support Team evaluates and identifies students through a referral procedure for students in need of Tier II and Tier III interventions. Early warning indicators such as attendance, behavior, and academics will continue to be utilized in addition to the student social-emotional learning self-assessment. 2d. Students needing Tier II and Tier III interventions will be monitored by a Student Support Team Case Manager. Decisions about Tier II and Tier III will include the frequency of progress monitoring, the size of the group, the frequency and duration of support and who will provide the support. An annual report will be provided through an analysis of Student Support Team documentation. 2e. A review of the research affirms the district's actions on the use of data to drive what strategies and implementation should be considered. In the Journal of Educational and Psychological Consultation, Volume 25, 2015 issue, factors critical to implementation of multi-tiered systems of supports are noted, i.e. "...complexity of the implementation process, use of data-based intervention and decision-making, the importance of interdisciplinary cooperation and leadership and on-going technical assistance." In the Theory into Practice Journal, Vol 56, 2017 issue, Jennifer Freeman references the need to improve educator effectiveness and school functioning by requiring continuous attention to practices, implementation fidelity, and progress monitoring." As such the district will allow data to drive the programs, strategies and partnerships needed to improve student outcomes and implement intensive support for Tier II and Tier III students, i.e. therapeutic counseling and referrals for family counseling as needed. Working with RethinkEd, assessments are administered in the Fall and Spring and serve as the screening process for students in need of Tier II and Tier III services. Individual school reports are provided. The data enables the counselors/social workers to tailor the social and emotional instruction to the needs of their students. There are K-12 resources for students, staff and parents that provide targeted lessons. The online platform provides resources, lessons and videos to improve student outcomes. Most Tier II interventions will continue to be conducted by school staff. Tier III interventions for therapeutic counseling will occur through referrals to outside agencies and organizations for the students and their families.

**Budget Summary**[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Function / Object	Expenditure Category	Public Amount	Total Amount
<b>100</b>	<b>Instruction</b>		
100-100	Salaries	\$0	\$0
100-300	Purchased Services	\$0	\$0
100-500	Other Purchased Services	\$0	\$0
100-600	Instructional Supplies	\$0	\$0
100-800	Other Objects	\$0	\$0
<b>200</b>	<b>Support Services</b>		
200-100	Salaries	\$3,000	\$3,000
200-200	Benefits	\$1,350	\$1,350
200-300	Prof and Tech Services	\$75,501	\$75,501
200-400	Purchased Property Services	\$0	\$0
200-500	Other Purchased Services	\$0	\$0
200-600	Supplies and Materials	\$8,650	\$8,650
200-800	Other Objects	\$0	\$0
200-860	Indirect Cost Approved Rate 4.05600% Derived Rate 0%	\$0	\$0
<b>400</b>	<b>Fac. Acq. and Construction Ser.</b>		
400-720	Building	\$0	\$0
400-731	Instructional Equipment	\$0	\$0
400-732	Non Instructional Equipment	\$0	\$0
<b>520</b>	<b>Schoolwide</b>		
520-930	Schoolwide Blended	\$0	\$0
	<b>Program Administration</b>		
	Program Admin	\$0	\$0
<b>Total Budgeted</b>		\$88,501	\$88,501
<b>Total Available</b>			\$88,501
<b>Amount Remaining</b>			\$0



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**Instruction Personal Services/TPAF Eligible Salaries**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)



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**Instruction Personal Services/FICA Eligible Salaries**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#)[Add Item](#)

---

**Instruction Personal Service/No Benefits Required**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Delete
		0	0			<input type="checkbox"/>
0	Total	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#)[Add Item](#)

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**Instruction Personal Service/Other Benefits**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

<b>Benefits</b>		<b>Public</b>	<b>Total</b>
Instructional Personal Services Benefits/TPAF Eligible Salaries 100-100 (0.45)		0	0
Instructional Personal Benefits/Other Pension System Salaries 100-100 (0.0765)		0	0
<b>Total for 100-100</b>		<b>0</b>	<b>0</b>
<b>Expenditure Category</b>	<b>Public Amount</b>	<b>Total Amount</b>	<b>Delete</b>
<div><div></div><div></div></div>	0	0	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#) [Add Item](#)

Instructional Expenditures

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

- Instruction (100)
- a. 100-300 Instruction Purchased Services
  - b. 100-500 Instruction Other Purchased Services
  - c. 100-600 Instructional Supplies
  - d. 100-800 Instruction Other Objects

Funds	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Function & Object	Expenditure Category	Description	Public	Total Funds	Delete
<div>▼</div>	<div>▼</div>		0	0	<input type="checkbox"/>
Total			0	0	

Calculate Totals

Add Additional Entries

---

**Support Services/TPAF Eligible Salaries**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
1	Other ▾	3000	3000	1	3000	1350	<input type="checkbox"/>
<b>1</b>	<b>Total</b>	<b>3000</b>	<b>3000</b>	<b>1</b>	<b>3000</b>	<b>1350</b>	

\*\*Base salary is full salary for total staff indicated in the row

*Please describe the exact position duties for the selection 'Other'. (230 of 1000 character maximum)
Stipend for a Social Worker to foster relationships with outside organizations, analyze data and support school counselors/social workers addressing the Social-emotional learning and mental health of students during summer school.

[Calculate Totals](#) [Add Item](#)

---

**Support Services/FICA Eligible Salaries**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

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**Support Services/No Benefits Required**

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[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Number of Staff	*Position	**Base Salary	Public	FTE	Total	Benefits	Delete
	▼	0	0				<input type="checkbox"/>
0	Total	0	0	0	0	0	

\*\*Base salary is full salary for total staff indicated in the row

\*Please describe the exact position duties for the selection 'Other'.(0 of 1000 character maximum)

[Calculate Totals](#) [Add Item](#)

---

**Support Services/Other Benefits**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

<b>Benefits</b>		<b>Public</b>	<b>Total</b>
Support Services Benefits/TPAF Eligible Salaries 200-200 (0.45)		1350	1350
Support Services Benefits/Other Pension System Salaries 200-200 (0.0765)		0	0
<b>Total for 200-200</b>		<b>1350</b>	<b>1350</b>
<b>Expenditure Category</b>	<b>Public Amount</b>	<b>Total Amount</b>	<b>Delete</b>
<div><div></div><div></div></div>	0	0	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#) [Add Item](#)



## Non-Instructional Expenditures

[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

Support Services (200)

- a. 200-300 Purchased Professional And Technical Services
- b. 200-400 Purchased Property Services
- c. 200-500 Non-Instruction Other Purchased Services
- d. 200-600 Non-Instructional Supplies
- e. 200-800 Non-Instruction Other Objects

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Function & Object	Expenditure Category	Description	Public	Total Funds	Delete
200 600 ▾	Expendable items and general supplies ▾	Resource books to help support staff with strategies for Tier !! and Tier III students.	8650	8650	<input type="checkbox"/>
200 300 ▾	Consultants, Educational ▾	Professional development for Student Support Team Members for Tier II and III strategies for students.	75501	75501	<input type="checkbox"/>
<b>Total</b>			<b>84151</b>	<b>84151</b>	

[Calculate Totals](#) [Add Additional Entries](#)

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**400-720 Building**[Instructions](#)

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**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Expenditure Category	Public Amount	Total Amount	Delete
<input type="text" value="▼"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>
<b>Total</b>	<b>0</b>	<b>0</b>	

\*Other (0 of 1000 character maximum)

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[Calculate Totals](#)[Add Item](#)

Instructional Equipment

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Funds	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Description	Item Cost	Public Quantity	Public Amount	Total Amount	Delete
	0	0	0	0	<input type="checkbox"/>
Total		0	0	0	0

Calculate Totals Add Item

---

**Non Instructional Equipment**[Instructions](#)

---

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Description	Item Cost	Public Quantity	Public Amount	Total Amount	Delete
	0	0	0	0	<input type="checkbox"/>
<b>Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

[Calculate Totals](#) [Add Item](#)

**200-860 Indirect Cost**[Instructions](#)

**The application has been submitted. No more updates will be saved for the application.**

<b>Funds</b>	Total Available: \$88,501	Public Allocation: \$88,501
	Total Budget: \$88,501	Public Budget: \$88,501
	Total Budget Remaining: \$0	Public Budget Remaining: \$0

Administrative Rate is  Total Administrative Funds Available \$

Total Indirect Cost **plus** Program Administration Costs must be less than or equal to the Funds Available.

Expenditure Category	Total Amount
Expenditure Less Equipment	88501
Rate	0.04056
Maximum Available Indirect Cost	3590
<b>Total Indirect Cost</b>	<input type="text" value="0"/>

If your district Indirect Co

	Public	Total
Program Administration Costs not including Indirect Costs	<input type="text" value="0"/>	0
Total Administrative Costs (Program Admin Costs plus Indirect Costs)		0

**District Comments**

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**District Comments ([count] of 1000 maximum characters used)**

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## **FISCAL YEAR 2022 NOTIFICATION OF GRANT AWARD**

### American Rescue Plan Consolidated FORMULA Grant

**Date:** 2/28/2022

**To:** Chief School Administrator

Agency Name/Code: NEWARK (133570)

County Name/Code: Essex

DUNS Number: 040740334

**From:** New Jersey Department of Education

PO Box 500

Trenton, NJ 08625

Office of Grants Management

Purpose:

Your Grant application for the programs indicated below, which was received by the New Jersey Department of Education (NJDOE) in substantially approvable form on 10/29/2021, has been reviewed by the offices listed above and recommended for funding for fiscal year 2022 pending the availability of funds.

**PROGRAM DURATION:** **START:** March 13, 2020 **END:** September 30, 2024

PROGRAM NAME	PROGRAM DESCRIPTION	FY 2022 AWARD AMOUNT	FAIN	CFDA
American Rescue Plan Consolidated			V048A170030	
ARP ESSER	To improve post-secondary career and technical education programs in two and four year colleges and universities.	177448853	S010A180030	
Accelerated Learning Coach and Educator Support		4297693	S367A170029	
Evidence Based Summer Learning and Enrichment		293010	S010A170030	

Evidence Based Comprehensive Beyond the School Day		293010	S367A170029	
NJTSS Mental Health Support Staffing		88501	S367A170029	
Homeless			S367A170029	
Total Amount Obligated to LEA		\$182,421,067		
Total Amount Committed to LEA		\$182,421,067		

Indirect Cost: 0.04056

**Pursuant to EDGAR, 34 CFR Part 76.708, a local education agency (LEA) may begin to obligate these funds the later of the following dates:**

1. The program duration start date indicated above or
2. The date the application was received by the State in substantially approvable form.

We wish you success in the implementation of this educational program. If you have questions regarding this grant award, please contact the Office of Grants Management at (609) 663-6974

[Return To Application Select](#)