



Applicant: 80 7895 ACHIEVERS
EARLY COLLEGE
PREP - Mercer

American Rescue Plan Consolidated

Application Sections



Application: American Rescue **Project Period:**
Cycle: Plan - ESSER - 00- 3/13/2020 -
Original Application 9/30/2024

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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)

The LEA intends to use funds to maintain prevention and mitigation strategies in the middle school and to implement, for the first time, prevention and mitigation strategies in our high school building which will open in August of 2022. The LEA will continue to employ CDC and NJDOH recommendations which to date, include but are not limited to encouraging vaccination, masking, social distancing, regular handwashing, and employing a robust testing/screening program to monitor COVID presence in the school community. Funds will be used to provide PPE such as masks, gloves, sanitizer, thermometers, office shields, signage, desk shields for the high school's 215 students and staff, and replenish supplies needed in the middle school as needed.

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)

Funds will be used to pay teachers to teach extended school year and the National Summer School Initiative (Cadence Learning). We will also use funds to purchase the summer reading and pay Cadence fees. In the past, we have paid teachers 35 dollars an hour to teach about 30 hours of summer school weekly for four to five weeks. We will need approximately 8 teachers for middle school, and s summer school administrator and five for high school, with an additional administrator.

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 LEA will utilize monies on all ESSR-approved activities including Boys and Girls Club Transition Program Partnership During the summer then transitions into after school programs our intervention program for math and ELA, STEAM program Resources for Staff , Boys and Girls Club support with tutoring and after-school programs, as well as Saga Tutoring for our highs school. We will also use the funding to assist with talent recruitment to fill vacancies and pay for staff certification to attract new teachers into the space, offer enrichment (via STEAMWorks, Boys and Girls Club and Carnegie Learning); The Mental Health Support allocation will go to bring on additional counseling services from Thrive Counseling. The extended school year will be offered to ELL learners and those with IEPs and even 504s who can benefit from it.

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the

COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

([count] of 2000 maximum characters used)

Our school will make every effort to inform and teachers, principals, school leaders, other educators, school staff, and other stakeholders of our plans to address learning loss and respond to the needs of our school community through community forums, Back-To-School night, parent survey, communications, and community circles and board meetings. The school currently offers a longer school day 7 hours and 30 min daily and a longer school year (187 days) as we are a charter school that serves a majority of Title 1 students. Our parent interviews, survey data, and communications plan also includes home visits, translated documents, bilingual staff, and regular communication with our Special Education Coordinator and ELL Program Coordinator to ensure we are reaching our full population

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 LEA regularly ensures that all groups are represented by our leadership team and that advocates are invited to all key meetings. Our CST and school social worker is the point of contact for outside agencies, advocates, and others seeking to represent homeless students, adjudicated youth, children in foster care, those seeking health accommodations (504s) to meetings that apply to a particular student.