Applicant: 23 4830 South Amboy - Middlesex
Application Cycle: ESSER Performance - 00-Original Application

Project Period: 7/1/2021 - 6/30/2022

ESSER Performance

Printer-Friendly
Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

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

Overview | Grants | Details | Programs | Submit | Application Print

ARP 20 Percent Reserve | Summer | Afterschool | Extended Time | Tutoring | Early Childhood | Community Schools | Technology

ARP ESSER 20 Percent Reserve to Address Learning Loss

1. The ARP Act requires each LEA to reserve at least 20% of its ARP ESSER Mandatory subgrant to address the impact of learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student groups. How much did the LEA reserve to address the impact of learning loss?

Original ARP Allocation	1,902,850
20% Required for Learning Loss	380,570
How much did the LEA reserve to address the impact of learning loss?	400000

2. Which activities or interventions did the LEA implement with its ARP ESSER 20% reserve to address learning loss during the reporting period?

In the table below, select all of the activities or interventions your school district implemented using the ARP ESSER 20 percent reserve to address learning loss during the reporting period (July 1, 2021 through June 30, 2022).

Note that in next year's report, grantees must provide expenditure detail—the amount expended by activity—rather than indicating expenditures by marking Yes or No. "

Activities or interventions implemented to respond to students' unfinished learning	**ARP ESSER 20% state set-aside to address learning loss**	
	Yes	**No**
a. Summer learning or summer enrichment (For the purposes of this report, summer learning or summer enrichment programs are defined as voluntary intervention and/or enrichment programs that support accelerated learning that occur during the summer months)	◉	○
b. Afterschool programs (For the purposes of this report, afterschool programs are defined as voluntary programs that assist students in meeting the challenging State academic standards by providing students with academic enrichment activities and other activities during non-school hours or periods when school is not in session (not including summer months)	◉	○

Applicant: 23 4830 South Amboy - Middlesex

Application Cycle: ESSER Performance - 00-Original Application

Project Period: 7/1/2021 - 6/30/2022

ESSER Performance

Printer-Friendly

Click to Return to GMS Access/Select Page

Click to Return to Menu List / Sign Out

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

Overview | Grants | Details | Programs | Submit | Application Print

ESSER Performance Report | Definitions | Contact Information

ESSER Performance Report

Instructions

All recipients of Elementary and Secondary School Emergency Relief (ESSER) funds, which includes ESSER funds authorized under the Co[redacted] Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act and the American Rescue Plan (ARP) must complete this report in order to fulfill the annual ESSER fund reporting requirements.

The following tables show the annual reporting periods for each ESSER fund.

ESSER I under the Coronavirus Aid, Relief, and Economic Security (CARES) Act	
Annual Report	**Applicable Reporting Period**
Second Annual Report	October 1, 2020-End of State Fiscal Year 2021
Third Annual Report	State Fiscal Year 2022 (July 1, 2021 through June 30, 2022)
Fourth Annual Report	State Fiscal Year 2023*

ESSER II under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act	
Annual Report	**Applicable Reporting Period**
First Annual Report	State Fiscal Year 2021
Second Annual Report	State Fiscal Year 2022 (July 1, 2021 through June 30, 2022)
Third Annual Report	State Fiscal Year 2023 (July 1, 2022 through June 30, 2023)
Fourth Annual Report	State Fiscal Year 2024*

ARP ESSER under the American Rescue Plan (ARP) Act	
Annual Report	**Applicable Reporting Period**

First Annual Report	State Fiscal Year 2021
Second Annual Report	State Fiscal Year 2022 (July 1, 2021 through June 30, 2022)
Third Annual Report	State Fiscal Year 2023 (July 1, 2022 through June 30, 2023)
Fourth Annual Report	State Fiscal Year 2024 (July 1, 2023 through June 30, 2024)
Fifth Annual Report	State Fiscal Year 2025*

* Note: annual performance reports are required until all funds have been liquidated. Given the variation in State Fiscal year closes and the rate at which state and subgrantees expend funds, some states may be required to submit an additional report(s) to cover activities that occur between the close of the Fiscal Year 2023 and the end of the respective grant period for ESSER I, ESSER II and/or ARP ESSER.

[redacted]

New Jersey Department of Education
Send Questions to: eweghelp@doe.nj.gov

Close Printer Friendly

Applicant: 23 4830 South Amboy - Middlesex

Application Cycle: ESSER Performance - 00-Original Application

Project Period: 7/1/2021 - 6/30/2022

ESSER Performance

Printer-Friendly

ESSER Performance Report	Definitions	Contact Information

Definitions

The United States Department of Education provided the following definitions for this report.

ARP	American Rescue Plan Act of 2021
ARP ESSER	Elementary and Secondary School Emergency Relief fund authorized under section 2001 of the American Rescue Plan Act of 2021
Awarded	An SEA awards funds when it makes a subgrant to an LEA or, in the case of the SEA Reserve, when it enters into a subgrant or contract with a subrecipient.
CARES (ESSER I)	Coronavirus Aid, Relief, and Economic Security Act
CRRSA (ESSER II)	Coronavirus Response and Relief Supplemental Appropriations
ESSER I (CARES)	Elementary and Secondary School Emergency Relief fund authorized under Section 18003 of Division B of the Coronavirus Aid Relief, and Economic Security (CARES) Act
ESSER II (CRRSA)	Elementary and Secondary School Emergency Relief fund authorized under Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act
Evidence-based	The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to an SEA, LEA, or school activity, means an activity, strategy, or intervention that:
	Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
	-Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1");
	-Moderate evidence from at least one well-designed and well-implemented quasi experimental study ("tier 2"); or
	-Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection

	bias ("tier 3"); or
	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 ("tier 4").
	Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based.
Expended	The actual spending of money; an outlay. For purposes of this reporting, "expenditures" are reimbursement requests for ESSER funds that are entered into the EWEG system and paid by the NJDOE during the relevant reporting period.
Full-Service Community School	The term "full-service community school" means a public elementary school or secondary school that—participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and provides access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.
G5	U.S. Department of Education's grant management and payment system
LEA	Local Educational Agency
Planned Uses of Funds -	Remaining funds that have been earmarked or budgeted for specific purposes are considered "Planned Uses" of Remaining Funds. The Department acknowledges these plans may change; please provide the LEA's most current information regarding budgeted or earmarked uses of remaining funds.
Qualified Educator	For the purposes of this document "qualified" means an educator has met all requirements to earn a state license or certification in the area they are assigned to teach (and does not include substitute or provisional license or certification).
Remaining Funds	The balance remaining after all expenditures through the end of the reporting period have been subtracted from the total award.
SEA	State Educational Agency
SEA Reserve Funds	An SEA may reserve 10 percent or less of its ESSER I and II grants (the "SEA Reserve"), to address emergency needs as determined by the SEA resulting from COVID-19, which may be addressed through the use of subgrants or contracts, and up to ½ of 1 percent of its total ESSER I and II award for administrative costs, which must come from the SEA reserve. An SEA must reserve at least 7 percent of its ARP ESSER award for mandatory set-asides for evidence-based interventions, as described below, and up to 3 percent for emergency needs as determined by the SEA (the "SEA Reserve"). An SEA may also reserve up to ½ of 1 percent of its total ARP ESSER award for administrative costs, which must come from the 3 percent for emergency needs.

State	The 50 States, the District of Columbia, and the Commonwealth of Puerto Rico

Applicant: 23 4830 South Amboy - Middlesex
Application: ESSER Performance - 00-
Cycle: Original Application
Project Period: 7/1/2021 - 6/30/2022

ESSER Performance

Printer-Friendly
Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

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

Overview | Grants | Details | Programs | Submit | Application Print
ESSER Performance Report | Definitions | Contact Information

Contact Information **Verify and/or Update LEA Central Contact Information on the Main Menu.**

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

Administrative Offices:
Address 1*: 240 John Street
Address 2:
City*: South Amboy State*: NJ Zip+4*: 08879 1742
Phone*: 732 525 2100 Extension:

Chief School Administrator/College President/Agency Head:
Last Name*: Williams First Name*: Frederick
Phone*: 732 525 2100 Extension: 1227
Summer Phone: 732 525 2100 Extension: 1226 Email*: fwilliams@sapublicschools.com
Confirm Email*: fwilliams@sapublicschools.com

Business Manager/Financial Officer:
Last Name*: Colling First Name*: Michael
Phone*: 732 525 2100 Extension: 1225
Summer Phone: 732 525 2100 Extension: 1223 Email*: mcolling@sapublicschools.com
Confirm Email*: mcolling@sapublicschools.com

Board President:
Last Name*: Kasics First Name*: Lynn
Phone*: 732 525 2100 Extension:
Summer Phone: 732 525 2100 Extension: Email*: lkasics@sapublicschools.com
Confirm Email*: lkasics@sapublicschools.com

ESSER Performance
Last Name*: Gurczeski First Name*: Martin
Phone*: 732 525 2100 Extension:
Summer Phone: Extension: Email*: mgurczeski@sapublicschools.com

Confirm Email* mgurczeskl@sapublicschools.com

*** Denotes required field**

[redacted]

Spell Check

New Jersey Department of Education
Send Questions to: eweghelp@doe.nj.gov

Applicant: 23 4830 South Amboy - Middlesex
Application: ESSER Performance - 00-
Cycle: Original Application **Project Period:** 7/1/2021 - 6/30/2022

ESSER Performance

Printer-Friendly
Click to Return to GMS Access/Select Page

Click to Return to Menu List / Sign Out

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

Overview | Grants | Details | Programs | Submit | Application Print

ESSER Allocation Overview | State Set-Aside Use of Funds | Mandatory Expended Uses | Prospective Use of Funds | Mandatory Planned Uses

ESSER Allocation Overview

There are two federal categories of ESSER fund grants: mandatory grants and state set-aside grants. Mandatory grants are those federally required to be made to LEAs based on the LEA's share of funds received under Title I, Part A.

State set-aside grants are those New Jersey allocated from the remaining funds. Some of these are "earmarked state set-aside grants," (Table 4) which focus on needs identified by USED. The Accelerated Learning Coaching and Educator Support, Evidence-based Summer Learning and Enrichment Activities, and Evidence-based Comprehensive Beyond the School Day Activities grants are all earmarked state set-aside grants. Others are "other state set-aside grants," (Table 5) which focus on other needs as identified by NJDOE. These include the NJTSS Mental Health Support Staffing, ARP Non-Title I award, and ARP ESSER CARES Reallocation grants.

Some questions in this report refer to state set-aside grants and some refer to mandatory grants. For your reference, the NJDOE provided the following table to help distinguish between each category of ESSER grants received.

Mandatory Grant Allocation Overview Table

ESSER Fund	Total Allocation	Prior Expenditures Reimburses before 7/1/2021	FY22 Expenditures Reimbursed between 7/1/2021 and 6/30/2022	Total Expended	Total Remaining
CARES (ESSER I)	217,886	206,598	10,988	217,586	300.00
CRRSA (ESSER II)	846,676	0	630,230	630,230	216,446.00
ARP ESSER	1,902,850	0	0	0	1,902,850.00

Table: 2 CARES (ESSER I) State Set-Aside Grant Allocations and Expenditures

CARES (ESSER II) State Set-Aside	Total Allocation	Prior Expenditures Reimburses before 7/1/2021	FY22 Expenditures Reimbursed between 7/1/2021	Total Expended from Individual	Total Expended for All State Set-Aside Grants	Total Remaining

Grant Name			and 6/30/2022	State Set-Aside Grant		
Non-Title I CARES		0	0	0	0	0
DREAMS Grant				0		
Learning Loss NGO				0		
Digital Divide (only the portion reimbursed with CARES's funds)			0	0		

Table 3: CRRSA (ESSER II) State Set-Aside Grant Allocations and Expenditures

CRRSA (ESSER II) State Set-Aside Grant Name	Total Allocation	Prior Expenditures Reimburses before 7/1/2021	FY22 Expenditures Reimbursed between 7/1/2021 and 6/30/2022	Total Expended for all CRRSA (ESSER II) State Set-Aside Grants	Total Expended for All CRRSA (ESSER II) State Set-Aside Grants	Total Remaining CRRSA (ESSER II) State Set Aside Grant Funds
CR Learning Acceleration Grant	54,335	0	4,134	4,134	9,082	90,253
CR Mental Health	45,000	0	4,948	4,948		
CR Non-Title I				0		

Table 4: ARP ESSER Earmarked State Set-Aside Grant Allocations and Expenditures

ARP ESSER Earmarked State Set Aside Grant Name	Total Allocation	Prior Expenditures Reimburses before 7/1/2021	FY22 Expenditures Reimbursed between 7/1/2021 and 6/30/2022	Total Expended from Individual State Set-Aside Grant	Total Expended for All ARP ESSER Earmarked State Set-Aside Grants	Total Remaining ARP Earmarked for State Set Aside Grant Funds
Accelerated Learning Coaching and Educator Support Grant	105,157	0	0	0	0	185,157
Evidence-Based Summer Learning and Enrichment Activities Grant	40,000	0	0	0		
Evidence-Based Comprehensive Beyond the School Day Activities Grant	40,000	0		0		

Table 5: ARP ESSER Other State Set-Aside Grant Allocations and Expenditures

ARP ESSER Other State Set Aside Grant Name	Total Allocation	Prior Expenditures Reimburses before 7/1/2021	FY22 Expenditures Reimbursed between 7/1/2021 and 6/30/2022	Total Expended for All ARP ESSER Other State Set Aside Grants	Total Expended for All ARP ESSER Other State Set Aside Grants	Total Remaining ARP ESSER Other State Set Aside Grant Funds
NJTSS Mental Health Support Staffing Grant	88,501	0		0	0	88,501
ARP ESSER Non-Title I Grant				0		
ARP ESSER CARES Reallocation				0		

[redacted]

New Jersey Department of Education
Send Questions to: eweghelp@doe.nj.gov

Applicant: 23 4830 South Amboy - Middlesex

Application Cycle: ESSER Performance - 00-Original Application

Project Period: 7/1/2021 - 6/30/2022

ESSER Performance

Printer-Friendly

Click to Return to GMS Access/Select Page

Click to Return to Menu List / Sign Out

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

Overview | Grants | Details | Programs | Submit | Application Print

Safe in-Person | Internet Access | Reengagement | School Distribution | Staffing | Access to Select Staff | FTE Positions

Safe In-Person

In the table below, indicate if your LEA expended ESSER funds on any of the items below in the current reporting period, July 1, 2021 through June 30, 2022. Mark "Yes" only if ESSER funds were expended on the activity. ESSER refers to CARES (ESSER I), CRRSA (ESSER II), and ARP ESSER funds and includes both mandatory grants and state set-aside funds. Please note that the United States Department of Education supplied the NJDOE with the following list and requires responses to each.

Maintaining Safe In-Person Instruction		
	Yes	**No**
Promoting Vaccination	○	◉
Consistent and correct mask use	◉	○
Physical distancing	○	◉
Screening testing to promptly identify cases, clusters, and outbreaks	○	◉
Ventilation	○	◉
Handwashing and respiratory etiquette	○	◉
Staying home when sick and getting tested	○	◉
Contact tracing, in combination with isolation and quarantine	○	◉
Cleaning and disinfection	◉	○

[redacted]

New Jersey Department of Education

[redacted]

c. Extended instructional time (school day, week, or year) (For the purposes of this report, extended instructional time is defined as using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; and b) instruction in other subjects and enrichment activities that contribute to a well-rounded education. Participation is considered mandatory)	○	◉
d. Tutoring (For the purposes of this report, tutoring refers to voluntary intensive tutoring that occurs one-to-one or in very small groups on a sustained, daily basis, during the school day, to help all students accelerate their learning)	○	◉
e. Additional classroom teachers	◉	○
f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports) for students, educators, and/or families	◉	○
g. Other additional staffing and/or activities to assess and support mental health needs for students, educators, and/or families	◉	○
h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	◉	○
i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems	○	◉
j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services	○	◉
k. Early childhood programs (For the purposes of this reporting, early childhood education program expansion or enhancement is defined as programs that expand opportunities for all students, particularly traditionally underserved students, to attend high-quality early childhood education programs or that support the improvement of existing early childhood education programs in implementing the best practices of high-quality early childhood education programs)	○	◉
l. Curriculum adoption and learning materials	◉	○
m. Core staff capacity building/training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff	○	◉
n. Other (please specify) (0 of 500 maximum characters used)	○	◉

3. Please describe how the selected activities or interventions address the disproportionate impact of COVID-19 on any underserved student groups or groups. These may include each major racial and ethnic group, children from low-income families, and/or any other group(s) disproportionately impacted by the pandemic.

Your response should include the following for each activity or intervention:

* Activity name,

* The student group(s) selected to participate,
* A brief explanation of why that group with selected for participation,
* The intended outcome of the activity or intervention, and
* Evidence that demonstrates the outcome of the activity or intervention, Relevant evidence may include: observations by teacher or administrators, description of work samples, local grades, local formative or interim assessment results, attendance or behavioral metrics, etc.

If, during this reporting period (July 1, 2021 to June 30, 2022), your district did not expend any of the ARP ESSER 20 percent reserve to address learning loss, please note that in your response.

(2209 of 3000 maximum characters used)

A-B-- During the 2021-2022 SY South Amboy Public Schools offered extended school day programs for students in grades K through 12, enrichment programs during the summer for students in K through 5, as well as credit recovery opportunities for students in high school. Each of these programs provided students with opportunities to address academic, behavioral, and developmental deficiencies created through their interrupted learning as a result of the

[redacted]

Spell Check

New Jersey Department of Education
Send Questions to: eweghelp@doe.nj.gov

Applicant: 23 4830 South Amboy - Middlesex
Application: ESSER Performance - 00-
Cycle: Original Application

Project Period: 7/1/2021 - 6/30/2022

ESSER Performance

Printer-Friendly
Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

Overview | Grants | Details | Programs | Submit | Application Print

Submit Instructions

The application has been approved.

Consistency Check | Lock Application | Unlock Application

Consistency Check was run on: 6/20/2023
Authorized Representative submitted the application to NJDOE on: 6/20/2023
Final Application Review completed on: 6/21/2023

[redacted]

New Jersey Department of Education
Send Questions to: eweghelp@doe.nj.gov