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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Applicant: 23 3150
MIDDLESEX
COUNTY
VOCATIONAL
SCHOOL
DISTRICT -
Middlesex
American
Rescue Plan
Application: - ESSER -
Cycle: 00-
Original
Application

**Project
Period:**
3/13/2020
-
9/30/2024

Application Sections

American Rescue Plan Consolidated

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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)

Middlesex County Vocational and Technical Schools (MCVTS) will use funds to update and improve ventilation in the school buildings. Improving ventilation is an important COVID-19 prevention strategy that can reduce the number of virus particles in the air. ASHRAE's position is that "Transmission of SARS-CoV-2 through the air is sufficiently likely that airborne exposure to the virus should be controlled. Changes to building operations, including the operation of heating, ventilating, and air-conditioning [HVAC] systems, can reduce airborne exposures."

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)

The district is interested in using the 20% reserve for learning loss on Visual and Performing Arts teachers, summer enrichment, and extended day extended year programs. The necessity of the Visual and Performing arts teachers are to improve student performance in non-art courses ensuring that the courses offered are clearly aligned to the 2020 V&PA NJSLS. In one decade-long analysis, students who took arts courses in high school had higher verbal and math SAT scores. Another study found that integrating arts in science education was correlated with significant gains in science achievement and abstract-thinking abilities. James Catterall (2009) demonstrates that children who participate in the arts succeed academically, socially, and cognitively in his formative longitudinal study, Doing Good and Doing Well by

Doing Arts. Every Student Succeeds Act (ESSA) considers art part of a well-rounded education. During the COVID-19 pandemic, the district scrambled to create online and hybrid instruction. Unfortunately, the fear is that the arts were left behind, particularly in underserved schools. The district feels that arts education is crucial at this moment. Using the ARP ESSER money would help pay for the needed change in achieving the five credits in visual and performing arts for graduation purposes. After the grant ends, the district would be able to take on the costs of the teachers in a sustainable way. Extended day extended year programs will offer additional support and supplemental instruction to counteract loss of instructional time and focus on learning acceleration. The summer enrichment program will empower students, enhance skills and make the connections between interdisciplinary instruction (academics and career and technical education).

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)

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, controls systems, and window and door repair and replacement.

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)

The district will coordinate federal and state funds to address the needs of students who have been disproportionately impacted by the pandemic. The required 20% set aside of ARP ESSER funds will be dedicated to programs that will target students and families that meet this definition. MCVTS will assess the needs of the students through diagnostic and observational methods and design interventions to meet their academic and social-emotional-mental health needs. Interventions include updating and expanding visual and performing arts programs, academic small group and individual instruction/tutoring, robust afterschool and summer school programs, and coordination of services (mental health) in the community for students and families.

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)

MCVTS uses district advisory committees that include businesses in the county to serve in an advisory capacity to the school district and to serve as a communication link between the schools and communities which constitute the school district.