

Applicant: 37 5030
STANHOPE
BOROUGH -
Sussex
American
Rescue Plan
Application: - ESSER -
Cycle: 00-
Original
Application

Application Sections
Evidence Based Comprehensive Beyond the School Day ▾

Printer-Friendly

Allowable Uses

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 department's: [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 Evidenced-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)

Funds allocated to our District through the Evidence-Based Comprehensive Beyond the School Day Activities Grant will be used to offset expenses generated through the evidence-based summer learning and enrichment programs. As outlined in this aforementioned section of the grant application, programs to support learning progression and remediation in literacy, reading, math, music, art, STEM and physical education will be provided in the summers of 2022 and 2023. Staff will be compensated to develop and implement curriculum. In addition, funds from this grant will be used to provide opportunities for 7th and 8th grade students to participate in an overnight camping trip at a local YMCA. As part of District curriculum, sixth grade students at the Valley Road School traditionally attend this overnight program. However, our current 7th and

8th grade students did not have this opportunity due to the impact of the COVID-19 pandemic. These funds will help offset this expense for parents and the school's Home and School Association (which traditionally helps to offset costs, but is currently unable due to lack of fundraising opportunities), preventing the students from having to miss this opportunity. Aside from the obvious science related learning experiences, students learn about teamwork and develop important social skills and emotional toughness throughout this program, as they are provided opportunities to overcome adversity.

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.

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The students that will participate in the core content summer learning programs will be identified using various data points. These data points will include teacher recommendation, Linkit benchmark assessments, District created Benchmark assessment data, Start Strong assessment data, and grades generated from report cards and standards-based report cards. Although all students will be provided the opportunity to participate in our special area programs during the summer, special area teachers will collect data during the school year to identify the most impacted concepts and skills, which will be addressed during the aforementioned summer programs. Also, the benefits of school camping trips have been outlined in many research studies. As the Valley Road School has participated in this trip for many years, student, parent and staff feedback has been overwhelmingly positive and the trip has contributed to the social and emotional growth and development of our students.