

ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information**

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Background Information

LONGWOOD CSD - 580212060000

Summary and Background Information

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

The federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

Tier 1 - Strong Evidence: Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

Tier 2 - Moderate Evidence: Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No

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other studies show that this strategy negatively impacts an outcome.

Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

Tier 4 - Demonstrates a Rationale: High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research that supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

Project Number

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER State Reserve allocation returned to the United States Department of Education.

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Submission Instructions

LONGWOOD CSD - 580212060000

Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

The ARP-ESSER Application – State Reserves is due by November 30, 2021.

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ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.
☒ YES, the LEA provides the above assurance.
2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
 1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
 2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 3. LEA uses of funds to sustain and support access to early childhood education programs;
 4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.☒ YES, the LEA provides the above assurance.
3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).
☒ YES, the LEA provides the above assurance.
4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
☒ YES, the LEA provides the above assurance.
5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
☒ YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
☒ YES, the LEA provides the above assurance.

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Assurances - Assurances

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7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- ☒ YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- ☒ YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; 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 34.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- ☒ YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- ☒ YES, the LEA provides the above assurance.

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13. The LEA assures that:

1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

☒ YES, the LEA provides the above assurance.**14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.**☒ YES, the LEA provides the above assurance.**15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will 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. 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, students involved with the juvenile justice system, and other underserved students.**☒ YES, the LEA provides the above assurance.**16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.**☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - State Reserves Intent to Apply**

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ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

4. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Janet Bryan	DistrictOperations@longwoodcsd.org	10/28/2021
LEA Board President	Rhonda Stitham	BOE@longwoodcsd.org	10/28/2021

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ARP-ESSER State Reserve: Consultation

1. **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); teachers; principals; school leaders; other educators; school staff; and their unions. 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, students involved with the juvenile justice system, and other underserved students.**

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

The Longwood CSD engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of its ARP ESSER State Reserve Plan to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds. Specifically, the Longwood CSD engaged in meaningful consultation with students; families; school and district administrators (including special education administrators, Director of ENL, Coordinator of Student Support Service, Director of Compensatory Education and the Director of Mental Health, Homelessness, Foster Care and Attendance); classroom teachers, principals, school leaders, other educators, school staff, Board of Education members, and union representatives. These stakeholders are part of the District Reopening Taskforce and sub-committees. This committee contains members from all required stakeholder groups including community members, parents of children with disabilities, Director of Special Education, Director of English Language Learners, and the Director of Mental Health & Student Attendance. This Taskforce met in April, May & June 2021. There were also several subgroup meetings held to get input from key school building administration and data teams, and the Director for Special Programs (AIS) and Data Reporting during (May & June). The District Reopening Task Force presented the proposed plan to the Board of Education on school year 2021-2022 and posted the draft for public comment and suggestions on the District website for public comment allowing for the request for supporting documentation and suggestions. The current 2021-2022 ARP ESSER Plan is posted on our district website and is a living document that will show all revisions and changes made by the stakeholders throughout the school year.

The ARP ESSA Plan's budget expenditures including the State Reserves revolve around four central themes:

- 1) Tailored/Individualized Accelerated Instruction to addressing the impact of lost instructional time by providing an evidenced based Summer Credit Recovery Program targeting our high school students, particularly those students disproportionately impacted by the COVID Pandemic. And implement a Summer Transition Bridge Program for our incoming 5th, 7th and 9th grade students so that they can become familiar with their new school and bridge the academic standards so that students feel comfortable, build relationships and have content exposure prior to the start of the new school year.
- 2) Addressing the impact of lost instructional time by expanding and increasing educational interactions between students and teachers through focused PD, the use of technology Instructional Coaches and increase targeted small group instruction by hiring additional Academic Intervention Push-in Title-1 Teachers to target student in subgroup populations.
- 3) Respond to social, emotional and mental health needs of all students during the regular school year, Summer, Extended day and Afterschool Programs by infusing mental health support staff, Spanish speaking Social Worker for ENL and K-6 SEL Instructional coaches.
- 4) Implement preventative strategies aligned to the latest CDC guidance on reopening schools and to improve indoor air quality.

The Longwood CSD ARP ESSER Plan will be re-evaluated, revised and updated by our key stakeholders involved in this process every December and April continuously throughout the next three years to ensure that changing needs of our student population are addressed appropriately, and funding is efficiently and effectively utilized. Regular reports will continue to be provided at Board of Education meetings and posted for public review and comment.

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2. **In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted.**
For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

http://www.longwood.k12.ny.us/parents/reopening_plans_for_2021-2022

Longwood CSD also provides opportunities to families and community members to ask questions and provide opinions during the "Citizens Speak" portion of every Board of Education Meeting held twice per month. Longwood CSD students, parents, legal guardians, school staff and other stakeholders may also send questions to our District clerk who will then forward to the Superintendent and responses are typically sent back in writing or posted on social media. The ARP ESSER Act Plan for using State-Level Reserve Funds is posted on our district website along with all FS-10 Budgets and Budget Narratives. The public may also request copies through our BOE District Clerk.

3. **In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

This Longwood District Reopening Taskforce contains members from all required stakeholder groups including community members, parents of children with disabilities, Director of Special Education, Director of English Language Learners, Director of Special Programs (AIS) and Data Reporting, Coordinator of Student Support Services (Title 1 School wide MTSS) and the Director of Mental Health, Homeless/Foster care & Student Attendance. This Taskforce met during April, May & June of 2020-21 and August of 2021. There were also several subgroup meetings held to get input from key school building administration with the key District Administrators who represent all target subgroup populations in May, June, September & October 2021. This Task Force will come together every December and April to review grant funded program implementation and student data (academic and behavioral) to assess program needs, modifications or complete changes needed to address evolving data trends. Longwood CSD will also continue to provide families with SEL and academic support for students to promote student success through Family and Community Engagement Events targeting our students in various subgroups as well as continuing to provide Academic Intervention Services and family support under our Title 1 and Title III Family Engagement Events funding.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Comprehensive Needs Assessment**

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, 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.

Longwood CSD will determine the academic, social, emotional and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English Language Learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students, which represents roughly 58% of our entire student population. This will be done both at the District Data Team Level as well as at each individual school building Data Team meetings on a quarterly basis. Each Data Team analysis will result in curriculum realignment, AIS support adjustments, MTSS cut point adjustments, and elicit selection of students for Extended Day, Afterschool, and Summer Programming.

Each Data Team will review the following:

- K-8 researched based (Fountas & Pinnell, DIAL 4, iReady and iXL) universal diagnostic screener results
- K-12 Behavioral Universal Screener
- K-12 Benchmark/Departmental Assessments
- 3-8 NYS Assessments
- 8-12 NYS Regents Exam Results
- School Perception Survey Results

Each Data Team will pay particular attention to the assessment results of students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

This will be accomplished by aligning District Goals and objectives around the four central themes:

- 1) Addressing the impact of lost instructional time by providing evidenced based programming targeting our students, particularly those students disproportionately impacted by the COVID Pandemic through Extended Day, Summer Transition and Credit Recovery and additional Push-in AIS teachers who will target subgroups for additional small group instruction..
- 2) Addressing the impact of lost instructional time by expanding and increasing educational interactions between students and teachers using technology.
- 3) Respond to social, emotional and mental health needs of all students through SEL and Trauma Informed Classroom Curriculum.
- 4) Implement preventative strategies aligned to the latest CDC guidance on reopening schools and to improve indoor air quality.

The district and each individual school building will be sure to collect and analyze data from subgroups disproportionately impacted by the COVID Pandemic. Students in one or more of these targeted subgroups showing documented learning loss will be provided the opportunity to receive academic support and access to programming directly funded through this grant.

Teachers with students from these target subgroups will also be given first priority for professional development under the Instructional Coaches (SEL & Technology Integration) funded under this grant.

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ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

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5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time**

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- The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

Longwood CSD's interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time will be evidence-based and will include innovative approaches to providing instruction to accelerate learning. These evidence-based activities and interventions will respond to students' social, emotional, mental health, and academic needs, and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English Language Learners (ELL), children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Longwood has selected to run a High School Summer Credit Recovery Learning & Enrichment Program, hire additional staff in grades 3-12 to Tailor and Individualize Accelerated Instruction within the classroom setting, expand our Curriculum Aligned Enrichment Activities by offering additional after school STEAM curriculum opportunities, hire additional mental health staff to integrate Social Emotional Learning (SEL) and Trauma Informed Practices in each K-6 classroom, implement small group, High-Impact Tutoring for all students in grades K-12 with interrupted instruction due to COVID-19 illness and/or quarantining, and provide student transportation services for our Comprehensive Before & After-school Programming implemented under our 1% After-school State-Reserve funds. These evidence-based intervention will address identified student needs based on the District's School Perceptions Survey results, Multi-Tiered Support System (MTSS) data collection and meeting outcomes, Positive Behavioral Interventions and Support (PBIS) data, and students' state, diagnostic and benchmark formative and summative assessment results. Students selected for all programs will be chosen by building level data teams and key District stakeholders after careful analysis of all data points. The teams will closely exam the target subgroups' data to be sure that those students from low-income families, students of color, ELL, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students are given priority enrollment in all comprehensive research based programs funded under the 5% State-Level Reserve.

Plan:

First, Longwood CSD plans to run a High School Summer Credit Recovery & Enrichment Program for students in grades 8-12 during the Summer of 2022. This summer school program will provide secondary students with an opportunity to gain full course credit for classes that they were unable to gain recovery credit for during the regular school year program. This summer program will provide 20 hours of direct content instruction per core course by a certified content teacher. The program will also include daily enrichment course opportunities in either SEL Restorative Circles, STEAM, Art, Music, and PE. The District Data Team selected this model after careful review of the "Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instruction Time" (August 2021, US Dept. of Edu.), "Structuring Out-of-School Time to Improve Academic Achievement" (NCEE 2009-012 US Dept. of Edu), "Making the Most of Summer School: A Meta-Analytic and Narrative Review," (McEachin, Augustine, & McCombs 2018) and "Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs" (McCombs & Augsutine 2021). Findings indicate 6 key factors for a successful summer learning program. These factors include the hiring of highly qualified teachers, challenging curriculum, consistent attendance policy & monitoring, sufficient program duration, alignment to student needs, and maintaining small class sizes. Longwood intends to meet all 6 measures in two - 10 day summer sessions. Each student will attend a 6 hour day which will allow for 2 hours per course daily. Students can earn up to 3 course credits per summer session. It should also be noted that in the Summer of 2021 Longwood ran a similar program for 408 students. Of the 408 participants, roughly 80% fully met all attendance requirements, and there was a 99.5% passing rate for the 1,020 course enrollments. There were only 5 students who failed a single course, 70% of our non-graduating seniors enrolled in the summer program, with 100% of those seniors passing classes and able to graduate in August. Priority for enrollment was and will be given to all students in the target subgroup populations that have suffered the most during this pandemic.

Second, Longwood CSD plans to use the ARP ESSER 5% State-Level Reserve to address the impact of lost instructional time by hiring additional certified classroom teachers to work with students in order to provide Tailored/Individualized Accelerated Instruction as a push-in program in grades 3-12. The District Data Team selected this model after careful review of the "Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instruction Time" and the "Delaware Strategy to Accelerate Learning Program" found in What Works Clearing House (WWC). Key components of the Delaware Strategy to Accelerate Learning include integration of data analysis, high-quality instructional materials & content, diagnosis of unfinished teaching and learning, a planned acceleration mindset to not remediate, ensuring equitable instruction, and professional learning for teachers. Both these resources assisted with the develop of this research based plan for hiring Instructional Coaches for Technology Integration, Title I Acceleration Teachers, and an additional Special Education Acceleration Teacher. All of these new positions will be push-in classroom teachers with expertise in either technology integration, Reading, Mathematics, or special education, with a focus on tailored/individualized acceleration instruction for all students. The Technology Instructional Coaches will also provide ongoing professional development to classroom teachers on diagnostic analysis, differentiating instruction through multiple instructional modalities and accelerated lesson planning so that each

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student can focus on the skills needed to accelerate. The Title I and Special Education teachers will also provide personalized instruction to meet students' individual needs without lowering high expectations for long-term goals in student achievement. The push-in teachers will focus on a strategic mix of pre-, on-and post-grade skills. Additionally, manipulatives and high quality leveled student reading material that are culturally relevant will be included in this budget allocation.

Next, the Longwood CSD plans to use the ARP ESSER 5% State-Level Reserve to address the impact of lost instructional time by hiring additional certified Mental Health Staff as District-wide Social, Emotional Learning (SEL) Coaches to push-in to classrooms to perform Restorative Practice activities and Trauma Sensitive lessons with students and model and coach classroom teachers within these classes. Both Restorative Practice and The Trauma Sensitive Classroom are very effective research based programs as described in the "Creating, Supporting, and Sustaining Trauma-informed Schools: A System Framework", (2017 NCTSN) and the "Trauma-Informed School Strategies During COVID", (202 NCTSN) . These SEL push-in coaches will receive extensive training by certified Restorative Practice trainers before providing turnkey teacher PD in the classroom setting and provide direct student contact classroom activities and lessons. We will also hire a District-wide Spanish Speaking Attendance Social Worker under Trauma Informed Practices to work directly with our English Language Learners and their families who have shown a significant increase in poor school attendance, high failure rates, increased homelessness and various trauma and discipline issues due to the effects of the COVID Pandemic and other outside factors.

Then, the Longwood CSD plans to use the ARP ESSER 5% State-Level Reserve to address the impact of lost instructional time by hiring additional after-school club advisors to expand our curriculum aligned enrichment offerings to our target subgroup populations. After careful review of our District-wide School Perception Survey (Spring of 2020), results indicated that students and parents wanted more opportunities for children in the area of STEAM. Over 36% of our parents and students indicated that they were unhappy with the selection of after school enrichment offerings and were unable to join many activities due limited enrollment slots available for such a large district. Longwood will hire additional enrichment club advisors with specific training in STEAM/Robotics that fall under our Curriculum Aligned Enrichment goals. Longwood plans to offer additional clubs in the Arts and Computer Science/coding with a focus on recruiting students from the underserved subgroup population most effected by the pandemic who would not traditionally enroll or be selected to participate in these types of enrichment activities. We will also add funding for transportation costs for our Comprehensive After-School Programming activities whose staffing costs are being covered under our ARP ESSER 1% State Reserve for Comprehensive after-school Extended Day Programming.

Finally, the Longwood CSD plans to use the ARP ESSER 5% State-Level Reserve to address the impact of lost instructional time by creating an ongoing, virtual, Instruction During Interruption (IDI) Program for students who have lost in-person classroom instruction time due to either contracting Covid-19 or having had to quarantine due to exposure. This evidenced based Tier III Intervention shows promising strategies and practices for ensuring equitable continuity of learning during the Covid-19 Pandemic according to the "Instruction in the age of COVID-19: Exploring the evidence on remote learning" (Hurwitz & Malick, 2020). Longwood's IDI Program will incorporate the elements of High-Quality and Effective Tutoring found in the "Accelerating Student Learning with High-Dosage Tutoring" (EdResearch for Recovery, February 2021). The IDI Program will provide ongoing, real-time, synchronous and asynchronous feedback and interactions with certified classroom teachers. Students will receive minimum of 2-3 hours of tutoring per subject for each day they have missed due to Covid-19. This will help provide students with virtual/live support and ensure that they remain connected to the school and their classroom curriculum without compromising their health & safety. The virtual student/teacher interaction can occur during the school day as well as after school. The program facilitator will emphasize and focus on attendance and time on task outside of the school tutoring sessions. IDI Teachers will use BOE approved, evidenced-based core curriculum (i.e. Foundations, TC Reader's Workshop Model, Read 180, Wilson, GoMath, Science Matters, Credit Recovery, iReady, Naviance, Etc...).

Funding:

Longwood plans to coordinate and align the 5% state reserve funds for programming that impacts lost instructional time, which align to other initiatives, including other state reserve funds, interventions detailed in the Longwood's ARP-ESSER Plan: Part 2, & other Longwood initiatives, including those supported by the Title 1 School Improvement, Title IV, and the CARES Act (CRRSA-ESSER 2) Grants.

Specifically:

- The 2021 High School Summer Credit Recovery & Enrichment Program Support Staff, Teachers, Principal and Facilitators'salaries & fringe were paid for under the ARP ESSA 90% Grant funds.
- The 2021 & 2022 HS Summer Credit Recovery & Enrichment student bus transportation will be covered under the CRRSA ESSER 2 Grant funds.
- The 2021-22 (4) SEL Instructional Coaches (Year 1) salaries and fringe will be covered under the ARP ESSA 90% Grant funds
- The 2021-22 (4) Technology Instructional Coaches (Year 1) salaries and fringe will be covered under the ARP ESSA 90% Grant funds
- The 2021-22 (1) Spanish Speaking attendance Social Worker (Year 1) salary and fringe will be covered under the ARP ESSA 90% Grant funds
- The 2021 Summer Trauma Sensitive Classroom curriculum-writing project was paid under the ARP ESSA 90% Grant funds. This curriculum will be used by our SEL Instructional Coaches pushing into classrooms and during the 2022-2024 After School Restorative Transition Program being funded under the ARP ESSER 1% Comprehensive After School Grant.
- The 2021-22 (1) HS Special Education Teacher for Tailored/Individualized acceleration (Year 1) salaries and fringe will be covered under the ARP ESSA 90% Grant funds.
- The 2023-24 (1) HS Special Education Teacher for Tailored/Individualized acceleration (Year 3 &4) salaries and fringe will be covered under the

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IDEA Grant funds.

- Transportation costs listed in this grant will provide student transportation in our After School Enrichment Activities and trips as well as the students attending the Extended Day Programs whose staff salaries and fringe are covered under the ARP 1% Comprehensive After School State Reserve.

2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Summer Learning and Enrichment Activities	1,074,594	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Summer Learning & Enrichment Activity: The Longwood High School will run two -10 day Summer School Credit Recovery Sessions for those students in grades 8-12 who have failed two or more courses during the 2021-2022 school year and where unsuccessful in gaining recovery credit during the school year programming. Each individual summer course will provide 20 hours worth of course instruction by a certified content area teacher. These students will be identified through report card data, MTSS, and building level data team meetings. Students will take the required credit hours needed to obtain course credit, have additional SEL Restorative Circle session time with a certified counselor and have the opportunity to enroll in special area enrichment courses during this 3 period (6 hour) day. The enrichment course opportunity will be offered to students that have the availability in their summer programming schedule. Students will also receive free breakfast & lunch daily. Priority enrollment will be given to those students in the target subgroup population first followed by all remaining students with course failures. Anticipated number of students served is 400. This \$1,074,594 investment will cover costs related to Summer Credit Recovery staffing (Principal, Facilitator, Teachers, Mental Health staff, Nurses, Monitors, Aids) salaries & fringe and a 1.8% District indirect cost rate. Anticipated number of students served: 400 summer enrollment.
Tailored/Individualized Acceleration	4,042,213	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners	Tailored/Individualized Accelerated Instruction: #1) The Longwood CSD will run a Tailored/Individualized Accelerated Instructional

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		tary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Program from 2021-22 through 2023-2024 for students in grades 3 -12. This will be a push-in program utilizing certified classroom teachers under the contractual title of "Title I". Their primary focus will be to combat learning loss and accelerate learning in reading and math. These Title 1 teachers will push into classrooms and provide additional targeted 1:1 and small group instruction for student in the identified subgroup populations most impacted by the pandemic (ENL, Homeless, Foster, poverty, & studnets w/disabilities), as well as all those students in need of additional academic support through the Multi Tiered Support System (MTSS) process. These students will be identified and progress monitored through diagnostic and bench mark assessments. Participating students will be provided additional daily small group instruction above the usual general education classroom small group instruction in ELA and Math in grades 3-8 and targeted content areas (Algebra, Global History, Biology, English) in grades 9-12. The focus of each students academic support will be to accelerate learning and bridge the achievement gap. These teachers will administer diagnostic evaluations and provide instruction using research based curriculum (iReady, iXL, Read 180, Wilson, GoMath, Fountas & Pinnell). The (22) Title I push-in acceleration teachers will coordinate their work with classroom teachers daily and all will receive training and support from District-wide Technology Integration Instructional Coaches on small group instruction, with a focus on differentiation and individualization to promote positive growth. Students in grades 3-6 will receive acceleration time with the Title I teacher for 60 minutes for 3 days per week. Students in grades 7-12 will receive acceleration time with the Title I teacher for 40 minutes 2/3 days per week. The Title I teachers will integrate necessary prerequisite skills, customize instruction to fit each student's strengths, areas of growth, and unique interests. The curriculum will not be watered down but rather challenge and push for large gains in order to accelerate mastery.</p> <p>#2) This grant funding will provide additional small group instructional supplies that are of high student interest, at their appropriate reading levels, that are diverse and representative of the various subgroup populations such as ENL and students of color, and offer opportunity to explore and enrich critical</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>thinking skills such as LEGO robotics and Computer Science coding.</p> <p>#3) Authorized under the Individuals with Disabilities Education Act (IDEA) will allow Longwood CSD to provide students with disabilities in the target subgroup population with tailored acceleration in the classroom setting at the HS. The role of this highly qualified special education teacher will be the same as the Title I teachers with a particular focus on the special education students in the targeted subgroups located at the HS. These students will have had multiple course failures during the 20-21 school year and/or been identified through the MTSS process. This (1) teacher will push-in to Social Studies and English classroom daily for 40 minutes per class and meet with students in small group or 1:1, as well as administer diagnostic assessments and use research based curriculum (iXL, Read 180, Wilson, Reading Recovery).</p> <p>#4) Longwood CSD will hire (4) Teachers on Special Assignment (TOSA) in grades K-6. These TOSA teachers will push-in to classrooms as Technology Instructional Coaches with an expertise in the field of technology integration. All of these new positions will be push-in classroom teachers with a focus on tailored/individualized acceleration instruction for all students. They will push-in to each K-6 classroom (District-wide) 1x per week for 40 minutes. They will work directly with students and model customized accelerated instruction for classroom teachers using Chromebook technology, various software, and research based curriculum such as iReady, iXL, GoMath, Read 180, Lego, Foundations, Etc... The Technology Instructional Coaches will also provide ongoing professional development to classroom teachers on diagnostic data analysis, differentiating instruction through multiple instructional modalities and accelerated lesson planning so that each student can focus on the skills needed to accelerate, and administer staff and student technology planning surveys.</p> <p>All the above push-in acceleration teachers will give priority group participation to students in the target subgroups before admitting students in the general population. Students will be selected after careful review of all data points by building data teams. The success of the programs will be measured by evaluating student benchmark, State and diagnostic data points. average student grade level growth</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>scores will be compared to each participants growth score, secondary course failure rate and HS graduation rates.</p> <p>This \$4,042,213 investment will cover costs related to (22) Title I Push-in teachers' salaries & fringe for 2.5 years, (1) Special Edu. Push-in HS Teacher's salary & fringe for one year, various leveled Texts/supplies, (4) Push-in grade K-6 Technology Instructional Support Coaches' salaries and fringe for one year, and a 1.8% indirect cost rate.</p> <p>Anticipated number of students served: 8,965 current enrollment.</p>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	370,362	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Other Evidenced-Based Interventions (Tier III):</p> <p>The Longwood CSD K-12 Instruction During Interruption (IDI) Program will provide intense virtual high-dose tutoring for all students that have been absent from school due to either contracting COVID-19 or been quarantined due to COVID-19 exposure. Students that have had interrupted instruction due to the pandemic will receive virtual 1:1 or very small group tutoring. Each student in grades K-6 will receive 1 hour of virtual support daily for each day the student is absent due to a Covid related issue, by an elementary certified classroom teacher or learning specialist. Each student in grades 7-12 will receive 2 hours of virtual support per week per content subject by a certified content teacher.</p> <p>IDI Support Teachers will:</p> <ul style="list-style-type: none"> • Provide tutoring and educational support services to assigned students in the IDI program virtually via Google meet during day and after school hours as directed by IDI facilitator. • Support services may include direct instruction, re-teaching, review assignments given by the teacher of record, and/or re-teach mini lessons to support the student. • The focus of the IDI teacher and facilitator is to keep an open communication and connection to the school and continue to build positive relationships where students and parents feel connected and empowered. <p>This \$370,362 investment will cover costs related to IDI High-Impact Tutoring K-12 staffing (Facilitator & Teachers) salaries & fringe and a 1.8% indirect cost rate.</p> <p>Anticipated number of students served: 1,000 students either with COVID or Quarantined during 2021-22 school year.</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Integrated Social Emotional Learning	969,369	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Integrated Social Emotional Learning: Longwood CSD will provide Mental Health services and supports: 2022-24 District-wide with (4) Push-in Mental Health/Staff (TOSA) "SEL Instructional Coaches" to work directly with students and teachers in the classroom setting. Mental Health SEL Instructional Coaches will work together to research, review and create SEL Trauma Sensitive Classroom curriculum (Summer 2021) covered under the ARP ESSER 90% Grant. The SEL Instructional Coaches will push-in to K-6 classrooms and work directly with students and teachers by providing Restorative Practice activities, and trauma sensitive classroom lessons. SEL Instructional Coaches will also provide supports in the MTSS process and assist with identifying students in trauma, paying close attention to students in the identified subgroups as well as all students that may have been negatively impacted by the Covid Pandemic. throughout the District. SEL coaches will provide ongoing PD during common planning on SEL and model activities during their push-in work daily. Each SEL coach will push in 1x per week in all K-6 classrooms. They will be formally trained in Restorative practices by a certified IDI University trainer during the 2021-22 school year. These SEL Coaches main goal is to push in to classrooms to work directly with all students K-6 and train their classroom teachers on the Trauma Sensitive Classroom Curriculum and Restorative Practices to assist with lessening the trauma symptoms of students and to assist with identification of students exhibiting trauma and anxiety upon returning back to in-person learning in grades K-6. Anticipated number of students to be served over the grant period is 4,900. This \$969,369 investment will cover costs related to Integrated Social Emotional Learning staffing salaries & fringe and a 1.8% indirect cost rate.
Trauma Informed Practices	242,342	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System	Trauma Informed Practices: Longwood CSD will provide mental health services and supports 2022-2024 by hiring (1) District-wide Spanish Speaking Social Worker for Attendance and family Outreach. This Social Worker will work directly with our ELL students and families. The goal of this key mental health staff member is to address ELL students social, emotional, and mental health needs as they cope with the Covid-19 pandemic.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>ELL students' attendance improvement, dropout prevention and the effects of homelessness and living in foster care are extreme stressors for all our families, especially those in the target subgroup populations. The Spanish Speaking Social Work will work in all 7 school buildings and counsel students and families on school grounds and as outreach in the community.</p> <p>Anticipated number of students to be served over the grant period is 600.</p> <p>This \$242,342 investment will cover costs related to Trauma Informed Practices staffing salaries & fringe and a 1.8% indirect cost rate.</p>
Curriculum-Aligned Enrichment Activities	46,271	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Curriculum Aligned Enrichment Activities:</p> <p>Longwood CSD will expand and increase its After School Enrichment Club Offerings with STEAM Curriculum Activities. Students in target subgroups in grades 5-12 will be given priority enrollment in all new enrichment STEAM clubs. The plan is to offer (10) enrichment clubs in unique areas such as musical instruments (Harp), Lego and Robotic, Dance and Science Research. Students will meet 1-2 times per week after-school for 1-2 hours with a trained enrichment club advisor. Bus transportation will also be provided for all students.</p> <p>Anticipated number of students served is 300.</p> <p>This \$46,271 investment will cover costs related to curriculum-aligned enrichment club staffing salaries & fringe and a 1.8% indirect cost rate.</p>
Comprehensive After School Programming	397,649	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Comprehensive After School Programming:</p> <p>The Longwood CSD 2021-24 student transportation costs for District-wide K-12 Learning Loss Program activities is needed to support students attending after school enrichment classes/clubs at the middle school, Junior High and High School, 3-12 enrichment field trips, and the grade 1-6 Extended Day Programs. Cost based on Transportation Contract Bid for Suffolk Transportation and FIRST Student Bus Co. Busses for these research based activities/programs will transport all student participants to and from home daily. Estimated total program hours for 3 years is 124,011 hours per school for all seven schools. The rationale for including transportation costs for these comprehensive before and after school programs is because the Longwood CSD is roughly 54 square mile with extremely limited public transportation. A majority of our students in the target subgroup</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				populations will not be able to attend any before or after school programs if we do not provide them with free school bus rides to and from home. Anticipated number of students served is 3,300 This \$397,649 investment will cover costs related to student transportation to and from school (Extended Day and After School Enrichment clubs and field trips) and a 1.8% indirect cost rate on the first \$25,000 per vendors.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Longwood CSD will monitor and evaluate the effectiveness of the programs being funded under the 5% State-Level Reserve to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs, with a particularly close look at our high needs sub-groups. The Longwood District Data Team subcommittees will review Summer, Fall and Spring semester attendance, discipline, DASA, ISS/OSS, 504 and Special Ed Referrals, graduation rates, Quarterly report card grades, District diagnostic and benchmark assessment reports. The impact of average student growth academically and behaviorally will be compared to participating and non-participating students in all programs. A student and parent exit survey will also be given to hear suggestions for program improvement and student interests in all programs. Each programs' data will be analyzed to identify strengths and weaknesses of program curriculum, course offerings, SEL lessons and enrichment activities, school attendance rates and MTSS/PBIS process. Each program component will be modified accordingly. Any changes to the programs will be reviewed and shared with the District Data Teams and the District Leadership Team annually.

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

- 4.

Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

	Amount
LEA Allocation	7142800
Anticipated Number of Students Served	8965

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	Amount
Anticipated Number of Schools Served	7

5. **Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**
The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

Signed_21_24_ARP_ESSER_5_Lost_Instruction_FS_10.pdf

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6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

2021_24_ARP_ESSER_5_Addressing the Impact of Lost Instruction_Budget_Narrative .docx

REVISED_2021_24_ARP_ESSER_5_Addressing the Impact of Lost Instruction_Budget_Narrative .docx

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1% State-Level Reserve - Comprehensive After School: Program Design

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

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ARP-ESSER State Reserves - Comprehensive After School

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- The interventions implemented through the 1% State-Level Reserve for comprehensive after school programming must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for comprehensive after school programming will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

Longwood CSD's interventions implemented through the 1% State-Level Reserve for comprehensive after school programming will be evidence-based and include innovative approaches to providing instruction to accelerate learning. Longwood has selected to run an Early Morning Extended Day Program the includes curriculum-aligned enrichment activities for students in grades 1-6, an After School Restorative Transition Program for Grades 5-12 that incorporates Trauma Informed Practices, and continue and expand our targeted educational supports, mentoring and community outreach for Grades K-12 by expanding our My Brother's Keeper Family and Community Engagement Program to include female students in a My Sister's Keeper Program. These evidence-based intervention will address identified student needs based on the District's School Perception Survey results, Multi-Tiered Support System Data and (MTSS) meetings, Positive Behavioral Interventions and Support (PBIS) Data, students' state, diagnostic and benchmark assessment results and 2016-2020 NYSED MBK Student Participation Program reports. Students selected for all programs will be chosen by building level data teams and key District stakeholders after careful analysis of all data points. The teams will closely exam the target subgroup data to be sure that those students are given priority enrollment in all comprehensive programs funded under the 1% Comprehensive After School funds.

Plan:

First, Longwood CSD will run an Early Morning Extended School Day program. This program will run before school and include instruction in reading fluency and comprehension, guided and small group opportunities, and Go Math differentiated learning activities, with a focus on accelerating student learning to mitigate the pandemic learning loss in students. reading. The program will also include daily enrichment activities in either SEL Restorative Circles, STEAM, Art, Music, PE and robotics computer science coding. The District Data Team selected this model after careful review of the "Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instruction Time" and a review of the Longwood 2020 School Perception Parent, Student and Staff Survey results. The survey was administered to all K-12 parents, grades 4-12 students and K-12 Teachers. The survey results indicated that staff, students, and parents want more customized high-quality instruction in the area of STEAM, more opportunities for students to have extra small group instruction time, and additional hands-on enrichment activities before and after school. This early morning extended day program will be able to provide up to 1000 students annually in grades 1-8 with many of these requests.

Next, Longwood CSD plans to use the ARP ESSER 1% State-Level Reserve for Comprehensive After School Programming to create a After School Restorative Transition Program for students experiences severe trauma. The Longwood CSD Reopening Task Force subcommittee reviewed the "Child Trauma Toolkit for Educators" and "Trauma-Informed School Strategies During COVID". Both these resources assisted with the develop of a plan for an After School Restorative Transition Program for students identified as needing additional mental health support due to trauma and anxiety related to COVID and/or other trauma. Students selected to participate in this after school program will be identified through our multi-tiered behavioral support system. Many of these students are currently on home instruction and or not coming to school because of severe mental issues and/or severe anxiety. This program will run after school and act as a transitional bridge for students and families to build trust and ease anxiety with the ultimate goal for the student to return to full day school programming. Students will receive academic tutoring and Trauma Informed counseling daily in their home school building during off hours. Students will be given a modified day school schedule gradually with the ultimate goal that they return to a full day school setting.

Finally, the Longwood CSD plans to use the ARP ESSER 1% State-Level Reserve for Comprehensive After School Programming to continue and expand our My Brother's Keeper Family & Community Engagement Program (MBK) initiatives by expanding to My Sister's Keeper (MSK). This very successful NYS MBK Family and Community Engagement initiative grant ended in April 2021, but the the positive impact the program has made with our young men and families of color demonstrated that this Tier II - Quasi-Experimental Design [Dee,T.S., & Penner, E. (2019). Center for Education Policy Analysis, Stanford] evidenced based-targeted educational support was originally proposed by President Barack Obama, should continue and expand to include young girls of color. The program funding through this grant will allow Longwood to continue to provide our diverse families with staff liaisons and student mentors, as well as provide students in the target subgroups with enriching field trips, cultural arts programming, and guest speakers experiences. This program provides valuable resources to our students and families and is helping to build collaborative school and community partnerships and increase our high school graduation rate for students of color, in poverty and ELL for the past 4 years.

Funding:

Longwood plans to coordinate and align state reserve funds for Comprehensive Before & After School Programs which align to other initiatives, including other state reserve funds, interventions detailed in the Longwood's ARP-ESSER Plan: Part 2, & other Longwood initiatives, including those supported by the Title 1 School Improvement, Title IV, and the CARES Act (CRRSA.-ESSER 2) Grants.

Specifically:

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- Student Transportation Costs for the 2022, 2023 & 2024 My Brother's and Sister's Keeper will be covered under the ARP-ESSER 90% Grant funds
- Student Transportation Costs for the 2022, 2023 & 2024 for the After School Restorative Transition Program will be covered under the CRRSA - ESSER 2 Grant funds.
- Student Transportation costs for the 2021-2024 Extended Day Program will be paid for under the ARP 5% State Reserve for Lost Instructional Time funding.
- All students in the Early Morning Extended Day and Enrichment Program will be provided with a free breakfast covered under the District CEP Grant.
- The 2021 Session 1 Extended Day Program Teachers and Support Staff Salaries and Fringe will be paid for under the CRRSA ESSER - 2 Grant funds.
- The After-School Restorative Transition Program Tutors and Mental Health Counselors will receive SEL Restorative and Trauma Informed Classroom Training by our SEL Instructional Coaches. These Instructional Coach positions (salaries and fringe) are being funded by the 90% ARP ESSER (yr 1) & ARP 5% Impact on Lost Instruction Budgets (Yr 2 & 3).
- The Trauma Informed Classroom curriculum writing was done in the Summer of 2021 and was funded under the ARP ESSER 90% funds.
- The 2021-22 MBK and MSK Family and Community Engagement Program Managers and Assistant Managers positions are being funded under the 2021-22 Consolidated Application Title IV Grant.
- The 2021-22 MSK Family and Community Engagement Program Liaisons/Mentors are being funded under the 2021-22 CRRSA ESSER-2 Grant.
- The 2021-22 MBK Family and Community Engagement Program Liaisons/Mentors, all field trips fees, Cultural Arts fees, and Guest Speakers are being funded under the 2021-22 Title I School Improvement Grant.

2. In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	939,834	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Curriculum-Aligned Enrichment Activities: The Longwood CSD will implement a district-wide Extended School Day Academic Support Program and Enrichment for Elementary and Middle Level Students in grades 1-6 (80 minutes per day for 2/3 days per week for 10 weeks per session) (February 2022 - June 2024) The program will provide instruction and enrichment to approx. 500 students per session in grades 1-6. Students will get 40 minutes of small group reading and/or math instruction with a certified K-6 elementary classroom teacher or Reading Teacher, followed by 40 minutes of enrichment STEAM, Music, Art, Robotics, SEL or Arts and Crafts daily. Students will also be provided bus transportation as well as a free breakfast and/or snack. Students' individual diagnostic data will be reviewed weekly to track student progress and inform instructional practice. Priority enrollment will be given to those students in the target subgroup population first followed by all remaining students performing far below grade level. The program will be evaluated based on benchmark

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				and diagnostic progress monitoring data for students in the program vs. non-participants. Anticipated number of students to be served over the grant period is 3,000. This \$939,834 investment will cover costs related to Extended Day staffing (Facilitator, Teachers, Mental Health staff, Nurses, Monitors, aids) salaries and fringe and a 1.8% indirect cost rate.
Trauma Informed Practices	224,052	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Trauma Informed Practices: The Longwood CSD will create an After-School Restorative Transition Program (2021-2024). This program will provide district academic tutoring and Mental Health Trauma Informed Counseling support to students identified through our MTSS behavior and academic process as well as mental health provider referrals. These select students, along with students that are currently receiving home instruction due to severe anxiety and emotional trauma related to COVID-19 or other mental distress. All children will be offered the opportunity to receive this trauma informed restorative program regardless of their subgroup affiliation. These students will attend their home school, after hours, for up to 4 hours per day for 4 days per week with the hope they will be transitioned back to attending day school on a full time basis. The after-school program counselors will work directly with our Mental Health SEL Instructional Coaches (staffing cost covered under the 5% State-Reserve) throughout the District who will also push in to work directly with all students K-6 and train their classroom teachers on the Trauma Sensitive Classroom Curriculum to assist with lessening the trauma symptoms of students and to assist with identification of students exhibiting trauma and anxiety upon returning back to in-person learning in grades 5-12. Anticipated number of students to be served over the grant period is 75. This \$224,052 investment will cover costs related to the After School Restorative Transition Program staffing (Mental Health staff) salaries and fringe and a 1.8% indirect cost rate.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	264,714	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care	Other Evidenced Based Interventions (Tier II): The District wide K-12 My Brother's and Sister's Keeper Program is a research based initiative first introduced by President Obama in 2016 for young men of color. The Longwood Program will include District wide K-12 MBK/MSK students and their

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ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Families of color. The MBK/MSK Family and Community Program will be a continuation and expansion of our prior successful MBK Program once covered under the NYS Family and Community Engagement Grant that ended in 2020. This expanded program will establish building mentors and family liaisons that will target our students of color in particular but not turn away any students wanting to be a part of the program. Students will receive 1:1 mentoring, exposure to enriching guest speakers, cultural arts, enrichment field trips and various activities that will engage students in relationship building and exploration in College and Career Readiness Skills and future planning. Our MBK and MSK Families will also take part in monthly Family & Community Engagement events. The events will assist our families with positive parenting skills, and other community building activities gathered from parent surveys and program themes such as (Financial, Literacy, Mental Health, & Physical Well Being). Student and Family celebrations will also be scheduled quarterly. Students' academic and behavioral data will be monitored and inform program events and mentoring decisions. MBK & MSK students and their mentors will also take part in Cultural Arts/theatre events and college visitations.</p> <p>Program evaluation will be done through the administration of parent, student and staff surveys annually.</p> <p>Anticipated number of students to be served over the grant period is 600.</p> <p>This \$264,714 investment will cover costs related to MBK & MSK staffing (Program Managers, Assistant Managers, Mentor/Liaisons) salaries and fringe, guest speakers for students, supplies for mentors/liaisons to work with students and families, student field trip fees, and a 1.8% indirect cost rate.</p>

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

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3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Longwood CSD will monitor and evaluate the effectiveness of the Extended Day and Enrichment Program , After School Restorative Transition Program, and the MBK/MSK Family and Community Engagement Program to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs, with a particularly close look at our high needs sub-groups. The Longwood District Data Team subcommittees will review Summer and Fall attendance, discipline, DASA, ISS/OSS, 504 and Special Ed Referrals, graduation rates, Quarterly report card grades, District diagnostic and benchmark assessment reports. The impact of average student growth academically and behaviorally will be compared to participating and non-participating students in both programs. A student and parent exit survey will also be given to hear suggestions for program improvement and student interests. Each programs' data will be analyzed to identify strengths and weaknesses of program curriculum, course offerings, SEL lessons and enrichment activities, school attendance rates and MTSS/PBIS process. Each program component will be modified accordingly. Any changes to the programs will be reviewed and shared with the District Data Teams and the District Leadership Team annually.

1% State-Level Reserve - Comprehensive After School: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

	Amount
LEA Allocation	1428600
Anticipated Number of Students Served	3675
Anticipated Number of Schools Served	7

5. Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

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6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

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ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

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1% State-Level Reserve - Summer Learning and Enrichment: Program Design

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

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- The interventions implemented through the 1% State-Level Reserve for summer learning and enrichment must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

Longwood CSD will be implementing a strong evidenced based summer learning and enrichment program that is curriculum-aligned enrichment activity rich. Longwood has compiled statistical data for students who attended the prior three years of Summer Transition Programming to determine if this evidenced-based intervention program was effective. Using the "Logic Model" of studying the effects the prior program had on students' academic, attendance and behaviors (Discipline and/or Mental Health Referrals) outcomes in school the year following the program attendance, the District Data Team was able to build a conceptual framework showing that the effects of the 2021 Title I SIG Grant funded five full day Summer Transition Program and the 2019 & 2020 Title 1A Grant funded ten - 1/2 days Programs both. All three summer programs showed significant gap reduction in student achievement in 5th, 7th & 9th grade students who attended the program vs. those student with similar demographics that did not attend. The District Data team analysis showed a significant portion of our students who attended the program (90% or more) showed significant statistical gains in first quarter marking period grades, along with improved attendance rates. Based on this strong evidence the District Data Team has chosen to create and implement an expanded five week - full day Summer Bridge Transition Program for incoming 5th, 7th & 9th grade students. This funding will allow for more students and parents to become familiar with their new school and ease anxiety as well as exposing the students to curriculum-aligned enrichment activity.

Rational:

The transition to middle school, junior high, & high school are challenging for many Longwood fifth, seventh and ninth graders, who can be overwhelmed by the size of the school, new sets of teachers, new peer groups/cliques, and new rules, pressures, and expectations. Longwood staff and teachers have observed that students facing social and emotional issues have an especially hard time transitioning, and often exhibit behavioral issues, lack of engagement, truancy and academic problems. And unfortunately, by the time these issues are identified and services are provided, the school year is usually well underway. In addition, many new students and families are unaware of the resources available to them through the programs and services on campus. The District Reopening Task Force and District Data Teams both recognized that incoming fifth, seventh and ninth grade students and their families need opportunities to connect to school staff and structures in positive ways, even before their first day at LMS, LJH & LHS.

Plan:

To provide a better transition for students moving to a new building, Longwood will create the Summer Bridge Program. To support these transitions, these schools will provide a 5 week full day program offering our students ELA, SEL and STEAM activities daily. The Summer Bridge Program curriculum will incorporate Stephen Covey's "Leader In Me" and Restorative Practice Circles conducted by our certified mental health staff, STEM-Computer Science Coding enrichment activities facilitated by the non-for-profit organization called MOUSE, and core enrichment in ELA, Math, Art, Music and PE instruction by our certified classroom teachers. Each school building will also invite their new students and their families to visit and take a tour of the school and meet educators and staff in advance of the first day of school. Students will receive Balanced Literacy and Go Math evidence-based intervention lessons that will address identified student needs as indicated on school report cards, district diagnostic screeners (iReady & iXL, F & P) and benchmark assessments.

Funding:

This ARP ESSER- State Reserve funding for Summer Programming will allow us to expand the number of days and increase the student enrollment in our Summer Transition Bridge Program so that we will be able to reach more students from the target subgroups most effected by the pandemic learning loss.

Longwood CSD plans to coordinate and align state reserve funds for the summer learning and enrichment which align to other initiatives, including other state reserve funds, interventions detailed in our district ARP-ESSER Plan: Part 2, & other Longwood initiatives, including those supported by the CARES Act- CRRSA, Title I Part A, IDEA and the NYS Smart Start Grant.

Specifically,

- Student Transportation Costs for the 2022, 2023 & 2024 Summer Bridge Transition Program will be covered under the CRRSA -ESSER 2 Grant funds
- Transportation Department clerical salary & fringe for the Summer of 2022 will be paid under the CRRSA-GEER 2 Funds
- The 2022, 2023 and 2024 Summer Bridge Transition Teachers' Computer Science Professional Development training on Coding in Scratch, Scratch Jr, and Computer Science for All/Code.org will be provided by MOUSE and paid for under our NYS Smart Start Grant.
- Summer Breakfast & Lunch will be provided under our district Child Nutrition Office CEP Grant and snack and water will be under our Title 1 Grant.

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	1,428,600	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Curriculum-Aligned Enrichment Activities:</p> <p>Longwood CSD Summer Bridge Transition Program for incoming grade 5-7-9 students will run for 5 weeks - 6 hours per day at our Middle School (grades 5 & 6), JHS (grades 7 & 8) and High School (grades 9-12). The Summer Bridge Program will be able to invite 600 students from our elementary, middle and junior high schools. The program will offer SEL Restorative Circles, Diversity, Team Building, ELA, Math, STEAM Enrichment, Computer Science Coding, ART, Music, and PE activities. Students will receive free breakfast and lunch daily. All academic and STEAM activities will be aligned to the school's curriculum areas giving our students a bridge to the next grade level and build background knowledge. Students will explore and learn in their new school building through problem based learning activities. Families will also attend building orientation and explore their new schools curriculum, routines, expectations and policies. This curriculum-aligned enrichment summer program will help ease student and parent anxiety, offer enrichment activities and content exploration as well as academic support in ELA and Math. Research based curriculum includes iReady, iXL, Computer Science for All/Code.org, Scratch and GoMath. Priority enrollment will be given to those students in the target subgroup population first followed by all remaining students in the transitioning grade level. The program will be evaluated annually by review of various student data points during the 1st and second quarter marking period.</p> <p>This \$1,428,600 investment will cover costs related to summer staffing (Facilitator, Teachers, Mental Health staff, Nurses, Monitors, aids) salaries and fringe, guest speakers and cultural arts for students, enrichment field trip student fees, Enrichment activity supplies, workbooks and manipulatives, and a 1.8% indirect cost rate.</p> <p>This program will run during the summer of 2022,</p>

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				2023 & 2024 with anticipated enrollment of approx. 683 students per summer for a total of 2050 served under this grant.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Longwood CSD will monitor and evaluate the effectiveness of the Summer Bridge Transition Program's summer learning and enrichment strategies/activities to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs, with a particularly close look at our high needs sub-groups. Longwood District Data Teams will review 2022, 2023, and 2024 Summer and Fall attendance, discipline, DASA, ISS/OSS, 504 and Special Ed Referrals, diagnostic/benchmark assessment reports, quarterly report card grades, and HS graduation rates. The impact of average student growth academically and behaviorally will be compared between participating and non-participating students in the Summer Bridge Transition Program. A student and parent exit survey will also be given to hear suggestions for program improvement and student course interests for follow-up programming. The Summer Bridge Transition Program data will be analyzed to identify strengths and weaknesses of program curriculum, course offerings, SEL lessons and enrichment activities will be modified accordingly. Any changes to the Summer Bridge Transition Program will be reviewed and shared with the District Data Team and the District Leadership Team annually.

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

	Amount
LEA Allocation	1428600
Anticipated Number of Students Served	2050
Anticipated Number of Schools Served	3

ARP-ESSER Application: State Reserves - ARP State ReservesARP-ESSER State Reserves - Summer Learning and Enrichment

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5. **Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

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6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

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