

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

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**Background Information**

LEVITTOWN UFSD - 280205030000

**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**

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**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.

## ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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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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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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Assurances - Assurances

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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 intend 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	Dr. Christopher Dillon	cdillon@levittownschoools.com	11-17-2021
LEA Board President	Mrs. Peggy Marengi	pmarengi@levittownschoools.com	11-17-2021



**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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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 District has engaged stakeholders in meaningful consultation to give opportunities to provide input in the planning process. The committee membership includes Parent Teacher Association (PTA), central office, Levittown United Teachers (LUT), Civil Service Employee Association (CSEA), Association of Levittown School Administrators (ALSA), and students (ascertained by the principals prior to the meeting). Additionally, in gathering information regarding the use of funds, the District created a variety of Needs Assessments to determine the needs of stakeholders in our community. This included a variety of surveys as well as formal and informal meetings with teachers, principals, school leaders, school staff, and their associated unions. The District plans to review anonymous demographic data from the surveys to ensure that traditionally underserved and underrepresented groups are being heard. If that is not the case, the District has plans to outreach members of these groups to ensure their needs and concerns are being addressed. Outreach was also made to families who utilized our Summer JumpStart program last year to provide feedback and suggestions for program improvement. Once completed, the plan will be posted on the district's website with contact information to elicit continual additional feedback from the community. This stakeholder committee will continue to meet quarterly each year to review the approval status of the grant, and to review the progress of implementation.

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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.**

<https://www.levittownschoools.com/departments/administrative/instruction/ARP/>

**ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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- 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.**

Levittown Public Schools are committed to their ongoing relationship with parents and families. The District continues to provide opportunities for families to learn about the programs and support the district has to offer. The District values receptivity, transparency, empathy and flexibility from school staff regarding communication and collaborative efforts to support learning and success. The District uses both the District level communication along with building level communication to ensure families are supported. Parents are encouraged to contact the appropriate staff on concerns or questions regarding their child's needs/ progress. Family engagement is intended to foster communication with parents about student performance and collaboratively support learning; involved in their child's education. The district will utilize a variety of methods to engage with parents and families. We communicate directly with parents for students who are identified through our IST/RTI/MTSS process and need additional interventions. This communication takes place in the language of preference as identified by the parent. It also includes in-person and virtual team meetings with parents. When a parent has a language of preference other than English, we provide translation services (either in-person or via telephone/videoconferencing). We utilize our Parent Portal (through our Student Information System) to share ongoing information with parents about student performance and progress. The district also provides ongoing parent workshops to share information about general services/supports as well as information about grant funded interventions. Presentations are made at Board of Education meetings to share plans and overall student progress with the entire school community. Each school provides in person and virtual parent workshops on a variety of related topics, including transition to new grade levels, transitions to new schools, how to support your child at home, and various other topics. The district also has a virtual parent center on the district website that provides dozens of virtual supports for families, is fully accessible to individuals with disabilities and automatically translates into over 30 different languages. To improve family engagement the District may consider conducting a needs assessment or consulting experts to better understand the challenges specific to our community. The district provides parent workshops and surveys to identify areas for growth and need.

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**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.**

The District consulted with all academic departments including ENL, Universal Pre-K, and Special Education to discuss needs of the district based on standardized assessments, local benchmark examinations, iReady benchmarks, teacher feedback and classroom grades. Additionally the District developed a multi-tiered Needs Assessment which involved targeted surveys for school leaders, educators, school staff, families, and students. The District will administer a needs assessment that will be of similar nature to one we had administered to our community pre-Covid. This needs assessment will allow us to identify the climate of our district after the pandemic. After reviewing data received from the surveys, analysis will be completed to determine if an approximate proportion of members of traditionally underrepresented groups was represented. A second, targeted distribution was utilized to ensure all disaggregated subgroups were properly represented. The initial stakeholder group will meet quarterly to review the approval status of the grant and review the progress of implementation.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

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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- 1. 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.**

The District utilized all available data to select appropriate evidence-based interventions to address identified student needs. This includes results from the surveys in the Needs Assessment, committee meetings which involved members from all stakeholder groups, and collaborations with all academic departments, including ENL and Special Education. Along with results from the Needs Assessment, state and local standardized assessments and feedback from teachers and parents are utilized to identify students of need. Grade level meetings were conducted to discuss the academic needs of our students (grade level, class level and individual level). These conversations helped drive our decisions on interventions to help close learning gaps.

To attend to lost instructional time, the District is taking an approach that will address the holistic needs of students. To support the social and emotional needs of students directly related to the pandemic, the District will adopt the Responsive Classroom program for grades K-5. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. In addition, a guidance counselor will be hired to support the increased social emotional needs of our students and the larger role counselors are playing to offer support to students and families. Specifically targeted for our high school students, the District will expand its current use of the Challenge Day program. The Challenge Day program helps youth and adults unlearn harmful habits, experience vulnerability as a pillar to restore strength, and enable them to experience the freedom of full expression through the lens of compassion, connection, and diversity.

Academically, the District will utilize standardized assessment results to target students with learning loss and provide appropriate academic interventions. The District is looking to provide additional sections of AIS support for mathematics in our middle school to target learning loss due to COVID. The District will also be expanding its use of iReady to provide personalized instructional support for students in grades K-8. Additional teachers have been hired to provide targeted small-group instruction to students in grades 3 through 5 for Tier II Reading support, based on individual student growth measure scores and standardized testing. The district will provide one hour of daily, synchronous instruction to elementary students on quarantine. These supports will allow students to continue their daily lessons/learning and stay connected to the grade level content and prevent further learning loss. Specific to students with disabilities, the District will provide teachers with additional resources for reading instruction. These would include Wilson Reading, Orton Gillingham Approach and Lindamood-Bell. (Could add sentence regarding how this connects with O-G teacher training from last grant) Supports specifically targeted to English language learners, the District is providing additional ENL-certified teachers to push into content area classrooms for additional content and language supports in grades 9 through 12.

The programs adopted for this grant will be utilized in conjunction with programs and services supported with other grants to maximize support for students. Specialized reading instruction training through the Orton Gillingham Approach will be provided to teachers to support learners K-12 (ARP-ESSER Part 2). This ties into the use of this program, as well as Wilson Reading and Lindamood-Bell specifically targeting students with disabilities. The District hired remote teachers to aid in the prevention of lost instructional time for those students whose families chose to have them learn from home during the pandemic (ESSER II). This included teaching staff, teaching assistants, art, physical education, and reading teachers with training in remote learning pedagogy and methodology. The Special Education Department used IDEA funding to support our classified students programs by providing virtual instruction for quarantined students. The ARP funds will continue to support our classified students with these services when students are quarantined. Additionally, specific support was provided to our youngest learners who have had limited exposure to formal education by hiring teaching assistants for kindergarten classrooms (ARP-ESSER Part 2). Targeted supports were also provided to our ENL learners through tutoring after school in grades K-12 (ARP-ESSER Part 2). Subject-area teachers were available to provide instructional supports in the content as well as provide language supports. Finally, morning academies will be created and students will be invited to participate based on their standardized assessment scores and students that teachers felt were at risk based on academic needs (ARP-ESSER Part 2). The District plans to train K-2 teachers in FUNdations to help support the academic learning loss in phonics. The district will also provide Heggerty phonemic instruction materials and training for Tier II and Tier III interventions to support the district needs in the K-5 reading program. The district plans to utilize IXL to support

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

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reading comprehension of students in grades 3-5. In order to support the Tier II and III math students, the district will provide Math and Movement to the appropriate, identified students. Math and Movement uses multi-sensory, movement-based learning to teach students valuable skills to succeed in their school's math and reading curricula.

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
Integrated Social Emotional Learning	160,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	Responsive Classroom Responsive Classroom training for elementary buildings provides evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. This is being utilized due to the increased need to address social and emotional issues related to the pandemic.
Integrated Social Emotional Learning	200,000	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	Additional secondary level school counselor With students presenting with increased social emotional needs and school counselors playing a larger role in addressing these needs, this position will address SEL needs and also assist with the college application process, offering students and parents additional support.
Integrated Social Emotional Learning	48,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System	Challenge Day program The District's purpose to expand the use of this program to all high school grade levels is to increase SEL competencies in our students, including social awareness, relationship skills, self awareness, self management and responsible decision making.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 01/28/2022

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	
Other Evidence-Based Intervention (Tier I, II, III, or IV)	800,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	Math AIS Teachers The District is deploying staff to address COVID-related learning loss through targeted differentiation and small-group instruction in mathematics in small setting math labs. Students will be identified through standardized assessments (iReady) as well as district-based assessments.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	371,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	Small group instruction in grades 3-5. Allow for the hiring of additional teachers to provide small group instructional support for all students in grades 3-5 in Reading
Other Evidence-Based Intervention (Tier I, II, III, or IV)	25,063	<input 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 type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	Specialized reading instruction- program Expanding use of Orton Gillingham Approach with students who havent responded to other reading interventions.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	98,760	<input 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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System	iReady instructional program for all K-8 (4000 students) Allowing all students to utilize iReady instructional support program in order for them to address any gaps in learning.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 01/28/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	
High Dosage Tutoring Programs	42,040	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	Quarantined Synchronous Instruction Elementary students who are quarantined will be provided daily, one hour of synchronous instruction to continue the learning and prevent more learning loss.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	54,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	IXL for Reading (Grades K-8, 4000 students) Additional evidence based reading intervention for supporting students in analyzing informational texts and vocabulary
Other Evidence-Based Intervention (Tier I, II, III, or IV)	400,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	ENL-certified teachers will be provided to push into history and science courses to provide additional language and content area supports for high school ENL students.



**ARP-ESSER Application: State Reserves - ARP State Reserves**

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

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- 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.**

To ensure the increased academic and social emotional needs of students are being addressed adequately, the District will be continually monitoring and evaluating the effectiveness of the selected initiatives. District-based standardized assessments (iReady), district-based assessments, and quarterly grades will be utilized to monitor effectiveness of programs. Additionally, students who are receiving services (AIS Mathematics, Small-group reading instruction, specialized reading programs, ENL students in content areas), will be progress monitored. The elementary grade level teams will discuss student growth at grade level data meetings along with individual progress monitoring meetings. At these meetings, the teams will discuss instructional plans for individual students based on their growth in the specified content area. The IST and department teams at the secondary level will meet to discuss grade level data along with individualized student data. An additional post-grant Needs Assessment will be utilized to follow up on initiatives implemented this year. If the District determines that changes need to be made based on the data provided from assessments, progress-monitoring, or the post-grant Needs Assessment, the District will make adjustments and update the LEA Plan on the district s website and continue to include contact information for parent feedback. The initial stakeholder group will meet quarterly to review the approval status of the grant and review the progress of implementation.

**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.

- 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	2198863
Anticipated Number of Students Served	7700
Anticipated Number of Schools Served	10

- 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 FS10 Levittown Learning Loss.pdf  
 signed FS-10 Learning Loss-ARP ESSER State Reserves.pdf

**ARP-ESSER Application: State Reserves - ARP State Reserves**

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

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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.**

ARP ESSER Reserves Learning Loss.docx

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/28/2022

**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.

- 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.**

The District utilized all available data to select appropriate evidence-based interventions to provide resources for a comprehensive after school program. This includes results from the surveys in the Needs Assessment, committee meetings which involved members from all stakeholder groups, and collaborations with all academic departments, including ENL and Special Education. Along with results from the Needs Assessment, state and local standardized assessments and feedback from teachers and parents are utilized to identify students in need.

To develop a plan for a comprehensive after school program, the District is taking a multi-faceted approach with targeted supports for our students most in need. Our plan includes Morning Academies which services grades K through 5. This provides before-school targeted instruction in reading and mathematics. These services will be specifically targeted to students who are most in need, based on standardized and district-level assessments and teacher feedback. Additional ENL Tutoring will be afforded to students in grades K through 12 to target instruction in key content areas and provide additional language support. To specifically target families of our ENL students, the grant will afford parents the opportunity to have home visits from an ENL teacher. This teacher will train parents in support strategies to assist their students with learning at home. The District will also provide tutoring in conjunction with our district's Levittown After School Program (LAP). Students who take part in LAP are afforded after school care, recreation and academic support. The use of this grant will expand the academic support available to the students outside of the school day. This program typically services over 600 students per day.

The programs adopted for this grant will be utilized in conjunction with programs and services supported with other grants to maximize support for students outside of the school day. These programs will support the current offerings provided during the school day.. Part of the District's ARP Part II grant, students will continue to have access to Morning Academies and the ENL tutoring. This grant allows the District to potentially expand the outreach program to more grade levels

- 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
Other Evidence-Based Intervention (Tier I, II, III, or IV)	362,584	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students	Morning & Afternoon Academies Grades 1-5 Before and after school support in ELA and Math in grades 1-8, and ELA, Math, Science and Social Studies in grades 9-11 to provide additional instruction for students struggling to meet state standards. supplies will be included in the cost as well.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/28/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	
Other Evidence-Based Intervention (Tier I, II, III, or IV)	51,727	<input 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 type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	ENL Tutoring Targeted tutoring opportunities after school for ENL student in mathematics, history, reading, and science.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	25,000	<input 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 type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	ENL Outreach Targeted parental training to increase parental engagement with the schools, provide resources and supports for families, train parents to provide academic assistance for their students at home.

**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.**

To ensure the increased academic and social emotional needs of students are being addressed adequately, the District will be continually monitoring and evaluating the effectiveness of the selected initiatives. Standardized assessments will be utilized to continue to monitor progress of students who have attended the morning academies, afterschool LAP academic supports, ENL tutoring and outreach program. Analysis of effectiveness of these programs will be determined by feedback from families of students who received these services

A yearly post-grant needs assessment will also be conducted to determine if after school programs offered matched expectations and what additional programs or supports families would look for in upcoming years. The initial stakeholder group will meet quarterly to review the approval status of the grant and review the progress of implementation.

Changes made to the after school program plans will be communicated with the committee, of which stakeholder members are a part of the discussion. The Board of Education would also be notified of any changes to after school program offerings. Finally, the formalized plan would be revised on the District s website with avenues for families to provide feedback on any changes.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Comprehensive After School

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**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	439785
Anticipated Number of Students Served	7700
Anticipated Number of Schools Served	10

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.**

signed FS10 Levittown After School.pdf  
 signed FS-10 After School-ARP ESSER State Reserves.pdf

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

ARP ESSER Reserves After School.docx

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 01/28/2022

**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.

- 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.**

The District utilized all available data to select appropriate evidence-based interventions to provide resources for summer learning and enrichment programs. This includes results from the surveys in the Needs Assessment, committee meetings which involved members from all stakeholder groups, and collaborations with all academic departments, including ENL and Special Education. Along with results from the Needs Assessment, state and local standardized assessments and feedback from teachers and parents are utilized to identify students in need.

To develop a plan for summer learning and enrichment programs, the District is taking a multi-faceted approach. Our plan includes an expansion of our Summer Jumpstart program (currently funded through Title III) which services grades PreK through 6, which includes teachers and transportation for students. This program specifically benefits English language learners and students in poverty. Additional summer support will be afforded to students in grades PreK through 2 to target instruction in reading, mathematics, and science. The program will use thematic units of study to provide explicit instruction in foundational skills. Finally our summer program will include opportunities for enrichment. The District will provide Summer Enrichment programs for grades K through 12. These programs include enrichment in the areas of STEAM, music, culinary arts and history.

The programs adopted for this grant will be utilized in conjunction with programs and services supported with other grants to maximize support for students over the summer. Summer school teachers, principals, staff and transportation were provided and will continue to be provided through the ESSER-II grant. The addition of the programs we are utilizing in this grant will expand grade levels, target low-income families, English language learners and other groups disproportionately impacted.

- 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	197,055	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students	Summer Enrichment programs (K-8) District is considering Summer Enrichment Programs or developing services at district level to offer middle and high school students enrichment opportunities

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
		School	<input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	
High Dosage Tutoring Programs	99,000	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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	Grades PreK-Grade 2 Summer Support Additional instructional support over the summer for students in ELA, Math and Science for students in grades PreK-2. Total of 300 students Transportation will be included as well.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	143,730	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input 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 Jumpstart Summer Jumpstart program is designed to offer our youngest students an opportunity to be better prepared for the following school year. They will be involved in both academic and social activities that are age appropriate. Cost to include transportation and a nurse.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Summer Learning and Enrichment

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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.**

To ensure the increased academic and social emotional needs of students are being addressed adequately, the District will be continually monitoring and evaluating the effectiveness of the selected initiatives. Standardized assessments will be utilized to continue to monitor progress of students who have attended the summer programs including Jumpstart, summer support, summer enrichment, and summer school, including incoming pre-kindergarten students through high school. Analysis of summer school attendance will be done to determine if students are attending summer school at rates higher than expected in all disaggregated areas to ensure students who were disproportionately impacted by Covid are continuing to receive appropriate levels of support both during the school year and in the summer.

Additional informal feedback from parents through post-summer questionnaires will be collected. A yearly post-grant needs assessment will also be conducted to determine if summer programs offered matched expectations and what additional programs or supports families would look for in the summer. The initial stakeholder group will meet quarterly to review the approval status of the grant and review the progress of implementation.

Changes made to the Summer program plans will be communicated with the committee, of which stakeholder members are a part of the discussion. The Board of Education would also be notified of any changes to summer program offerings. Finally, the formalized plan would be revised on the District's website with avenues for families to provide feedback on any changes.

**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.

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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	439785
Anticipated Number of Students Served	7700
Anticipated Number of Schools Served	10

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.**

signed FS10 Levittown Summer Programs.pdf  
 signed FS-10 Summer- ARP ESSER State Reserves.pdf



**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Page Last Modified: 01/28/2022

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

ARP ESSER Reserves Summer.docx