

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

EAST ISLIP UFSD - 580503030000

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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

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standards with reservations. The studies use large, multi-site samples. No 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 that 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 the 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 which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align to 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

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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.

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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.

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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.
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.

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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.**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.

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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.

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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	Stephen Harrison	sharrison@eischools.org	12/17/2021
LEA Board President	Christopher Zachry	czachry@eischools.org	12/17/2021

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ARP-ESSER State Reserve: Consultation

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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 utilized a "District Stakeholder Input for Federal Funding" survey to engage a diverse and representative set of applicable stakeholders in developing a plan. The survey was shared with:

- Community Members
- Instructional Staff
- Non-Instructional Staff
- Parents/Guardians
- Students

The introduction stated: "*Federal funding was recently made available to New York State to support schools in safely reopening while meeting the academic, social, emotional and mental health needs of students resulting from the Covid-19 pandemic. As we look ahead to the start of school in September, we are looking for input as to how these funds will benefit our students best.*"

Survey participants were asked to prioritize spending in the following areas:

- Continue school facilities repairs and improvements, including upgrades tied to air quality and ventilation.
- Enhance programs to support at-risk students and families (i.e., low-income students, children with disabilities, English language learners, and students experiencing homelessness.)
- Implementing evidence-based strategies to meet students' academic needs.
- Implementing evidence-based strategies to meet student's social, emotional, and mental health needs.
- Maximizing in-person instructional time by reducing class sizes.
- Offering before and after school enrichment programs.
- Purchasing educational technology (for example, Chromebooks and smartboards)
- Returning students to in-person instruction continuing recently developed COVID-19 enhanced health and safety protocols.
- Supporting STEAM opportunities.
- Training and professional development for staff.

Using the information provided from the survey, the district collaborated with various constituency groups (students, parents/guardians, administrators, teachers, school staff, union leadership and individuals representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, and other underserved students). This collaboration occurred (and continues to occur) through current processes such as the standing committee collaboration team used for the consolidated application, building school improvement teams, the district-wide curriculum (Excellence in Learning) committee,

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administrative meetings, PTA meetings, and School Board meeting discussions. The District Superintendent communicates on an ongoing basis with various constituency groups (Athletics, Music & Arts, SEPTA, and For the Kids (FTK) Foundation). The Superintendent also met with new informal groups associated with mask and vaccine mandate concerns. This ongoing engagement will continue going forward and regular updates will be provided throughout the implementation at public Board meetings. Public input will always be encouraged.

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.eischools.org/Assets/Community_Documents/111721_EISD_District_Plan_for_CRRSA_and_ARP.pdf

A digital copy of the plan will be made available to people who request it and if necessary, a printed version will be made available through the district office.

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.**

The District Superintendent communicates on an ongoing basis with various constituency groups (Athletics, Music & Arts, SEPTA, and For the Kids (FTK) Foundation). The Superintendent also met with new informal groups associated with mask and vaccine mandate concerns. This ongoing engagement will continue going forward and regular updates will be provided throughout the implementation at public Board meetings. Public input will always be encouraged.

Teachers and building administrators will continue to communicate with parents using ParentSquare and the Infinite Campus Parent Portal.

Parents are encouraged to contact the appropriate staff about concerns or questions regarding student needs and progress. School building personnel 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. We utilize our Infinite Parent Portal to share ongoing information with parents about student performance and progress.

The district recently added two additional elementary counselors who along with the secondary school counselors have been working to address the Social and Emotional Learning needs of our students. There are four new Literacy Support Specialists that are also focusing on supporting student success.

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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 impact of the loss of instructional time resulting from the pandemic is still a reality. In the 2019-20 school year, learning was compromised by the mandated school closures and subsequent remote learning platforms. In the 2020-21 school year, elementary students had the opportunity to opt for a full remote mode of instruction and at the secondary levels, instruction was provided in a hybrid model. Under these circumstances, students have not made the same academic progress they would have made in a typical "in person" teaching and learning classroom environment. Therefore, many of the same identified needs for the past still exist moving forward.

Our needs assessment is on-going and occurs throughout the school year on the grade, building and district level. Data meetings are conducted to examine local and state assessment information to identify areas of concern, monitor student progress, and develop strategies for student achievement growth. Lesson plans and student work are shared and discussed as curriculum and assessment materials are modified.

Our assessment analysis indicates achievement gaps for our economically challenged students, special education students, and English language learners as compared the overall student group. Our economically disadvantaged student graduation rate is significantly lower than the not economically disadvantaged student graduation rate.

Our elementary schools utilize a Response to Intervention (RTI) model to ensure students are meeting grade level benchmarks. Our Title I, Part A program supports these interventions and our intervention specialists. Academic interventions include small-group instruction, one-to-one tutoring, reduced student-teacher ratio, and individualized instruction.

Academic interventions at the secondary level included extended time, smaller class size, and reduced student-teacher ratio.

Effective data practices will be used as teachers analyze their own students' data. Using a process for data analysis, we will develop our teachers to uncover new insights and information about student performance to inform instructional decisions. We will also begin to plan instruction that addresses gaps and needs to reach differentiated growth measures.

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

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.**

A well-designed and rigorous **Before and After School Program** can help make up for lost instructional time, particularly for those students disproportionately underserved. The *East Islip UFSD Before and After School Programs* provide both targeted interventions to those students identified as needing assistance as well general instruction for all student participants to accelerate learning. This evidence-based intervention was chosen as our needs assessment processes have indicated that our students have specific skill deficits due to lost instructional time as well as struggles with general curriculum issues. This intervention has been successful using other funding sources (ARP-ESSER, CARES, CRRSA and Title funds) and can be applied to all grade levels (Primary, Elementary, Middle School and High School).

Newsela is an Instructional Content Platform that brings together engaging, accessible content with integrated activities and insights to supercharge reading engagement and learning in multiple subjects (ELA, Social Studies, Science and SEL – Grades 2-12). Content on Newsela covers topics students care about, that connect to core curriculum, and are aligned to standards. Each article on Newsela is published at 5 reading levels so that every article is accessible to every student in a class, regardless of reading ability. Thousands of articles are leveled specifically for grades 2-6, content that is accessible for younger readers too. Additionally, many articles are available in both English and Spanish. This resource can be used for regular classroom instruction as well as in the Before and After School Program. Additionally, Newsela can be used for independent student work.

The *East Islip UFSD* will develop creative ways to provide **High-Quality Tutoring** to students during the school day without interfering with core academic content or enrichment opportunities. Tutoring can be provided during study halls or free periods, during independent practice portions of class, or as co-teaching experiences. The district will attempt to hire trained and experienced educators as tutors and if necessary, fund substitute teachers for classroom supervision allowing the classroom teacher to provide the tutoring experiences. When necessary, high-dosage tutoring (frequent sessions of 30-50 minutes) will be provided after school hours.

Summer Learning and Enrichment activities show strong evidence of effectiveness. The East Islip UFSD will expand on the current targeted summer offerings (offered in cooperation with our BOCES) to include enrichment activities in both language arts and mathematics for all grade levels. Other funding sources will be used to support a robust program.

The programs planned through this funding will be utilized in conjunction with programs and services supported with other funding sources to maximize support for students. Specialized reading instruction training will continue to support learners K-12 (Title II funds). 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. The district plans to train K-2 teachers using Fountas & Pinnell methods. The district will also provide 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 comprehension for all academic subjects grades 3-12.

2. **In the chart below, please provide additional information about the planned evidence-based interventions that have**

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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
Comprehensive After School Programming	157,760	<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 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	<p>A well-designed and rigorous Before and After School Program can help make up for lost instructional time, particularly for those students disproportionately underserved. The <i>East Islip UFSD Before and After School Programs</i> provide both targeted interventions to those students identified as needing assistance as well general instruction for all student participants to accelerate learning. This evidence-based intervention was chosen as our needs assessment processes have indicated that our students have specific skill deficits due to lost instructional time as well as struggles with general curriculum issues.</p> <p>. This evidence-based intervention was chosen as our needs assessment processes have indicated that our students have specific skill deficits due to lost instructional time as well as struggles with general curriculum issues. The was consultation with all academic departments, including ENL and Special Education. The plan will introduce morning academies which services grades 3 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.</p> <p>Coordination with other funding sources. Similar interventions have been successful using other funding sources (ARP-ESSER, CAREED, CRRSA and Title funds) and can be applied to all grade</p>

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				levels (Primary, Elementary, Middle School and High School). The current funding sources have provided services to smaller groups whereas the addition funds will be coordinated to expand the format into an academy project.
Curriculum-Aligned Enrichment Activities	70,041	<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 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	Newsela is an Instructional Content Platform that brings together engaging, accessible content with integrated activities and insights to supercharge reading engagement and learning in multiple subjects (ELA, Social Studies, Science and SEL – Grades 2-12). Content on Newsela covers topics students care about, that connect to core curriculum, and are aligned to standards. Each article on Newsela is published at 5 reading levels so that every article is accessible to every student in a class, regardless of reading ability. Thousands of articles are leveled specifically for grades 2-6, content that is accessible for younger readers too. Additionally, many articles are available in both English and Spanish. This resource can be used for regular classroom instruction as well as in the Before and After School Program. Additionally, Newsela can be used for independent student work.
High Dosage Tutoring Programs	49,280	<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 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	The <i>East Islip UFSD</i> will develop creative ways to provide High-Quality Tutoring to students during the school day without interfering with core academic content or enrichment opportunities. Tutoring can be provided during study halls or free periods, during independent practice portions of class, or as co-teaching experiences. The district will attempt to hire trained and experienced educators as tutors and if necessary, fund substitute teachers for classroom supervision allowing the classroom teacher to provide the tutoring experiences. When necessary, high-dosage tutoring (frequent sessions

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				of 30-50 minutes) will be provided after school hours.
Summer Learning and Enrichment Activities	306,000	<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 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	<p>Summer Learning and Enrichment activities show strong evidence of effectiveness. The East Islip UFSD will expand on the current targeted summer offerings (offered in cooperation with our BOCES) to include enrichment activities in both language arts and mathematics for all grade levels. Additional summer support will be afforded to students in grades PreK through 2 to target instruction in reading, mathematics, and science. Upper Elementary programs include the enrichment in the areas of STEAM, music and history. Our intention is to design the most comprehensive program for Summer 2023.</p>

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

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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.

Tools that will drive the process of evaluating the success of the District's interventions are as follows:

- Behavioral Referral Rates
- Classroom Reports from Teachers
- Curriculum-Based Measures (CBM) of Early Literacy, Reading, Early Numeracy, Math, & Written Expression
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS™)
- Fountas & Pinnell Reading Levels
- IReady Diagnostic Assessments in Math and ELA
- Marking Period Grades
- New York State Assessments
- Teacher-Based Assessments
- Observations and discussions with Elementary and Secondary School Counselors

Building, grade level, department, and special service teams meet frequently in Professional Learning Communities to review student data and adjust instruction to improve student learning. Benchmark testing and progress monitoring assessments are conducted.

Teachers use those tests and other tools to evaluate and track student growth. The collected data will be disaggregated by student population to analyze trends in student academic, social, and emotional growth. This data analysis will occur in conjunction with our District Comprehensive improvement Plan which specifically targets student subgroups. Effectiveness of the interventions will be identified for students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, and children in foster care. The district currently does not have any migratory students.

Changes to the program plan will be discussed at monthly public Board of Education Meetings. Members of the public are encouraged to participate during the meetings and are provided the opportunity to email questions, comments, and suggestions prior to the meetings.

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: 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	588425
Anticipated Number of Students Served	3200
Anticipated Number of Schools Served	6

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.

ARP_State_Reserves_5Percent_FS10_Budget_2022_East_Islip_580503030000.pdf

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-ESSA_5Percent_Budget_Narrative_2022_East_Islip_580503030000.pdf

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: 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.

- 1. 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.**

A well-designed and rigorous **Before and After School Program** can help make up for lost instructional time, particularly for those students disproportionately underserved. The *East Islip UFSD Before and After School Programs* provide both targeted interventions to those students identified as needing assistance as well general instruction for all student participants to accelerate learning. This evidence-based intervention was chosen as our needs assessment processes have indicated that our students have specific skill deficits due to lost instructional time as well as struggles with general curriculum issues. This intervention has been successful using other funding sources (ARP-ESSER, CARES, CRRSA and Title funds) and can be applied to all grade levels (Primary, Elementary, Middle School and High School).

The programs planned through this funding will be utilized in conjunction with programs and services supported with other funding sources to maximize support for students. Specialized reading instruction training will continue to support learners K-12 (Title II funds). 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. The district plans to train K-2 teachers using Fountas & Pinnell methods. The district will also provide 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 comprehension for all academic subjects grades 3-12 which can also be used in the **Before and After School Programs**. This intervention has been successful using other funding sources (ARP-ESSER, CARES, CRRSA and Title funds) and can be applied to all grade levels (Primary, Elementary, Middle School and High School).

- 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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

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
Tailored/Individualized Acceleration	118,320	<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 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	A well-designed and rigorous Before and After School Program can help make up for lost instructional time, particularly for those students disproportionately underserved. The <i>East Islip UFSD Before and After School Programs</i> provide both targeted interventions to those students identified as needing assistance as well general instruction for all student participants to accelerate learning. This evidence-based intervention was chosen as our needs assessment processes have indicated that our students have specific skill deficits due to lost instructional time as well as struggles with general curriculum issues. This intervention has been successful using other funding sources (ARP-ESSER, CARED, CRRSA and Title funds) and can be applied to all grade levels (Primary, Elementary, Middle School and High School).

ARP-ESSER Application: State Reserves - ARP State ReservesARP-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.

Tools that will drive the process of evaluating the success of the District's interventions are as follows:

- Behavioral Referral Rates
- Classroom Reports from Teachers
- Curriculum-Based Measures (CBM) of Early Literacy, Reading, Early Numeracy, Math, & Written Expression
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS™)
- Fountas & Pinnell Reading Levels
- IReady Diagnostic Assessments in Math and ELA
- Marking Period Grades
- New York State Assessments
- Teacher-Based Assessments
- Observations and discussions with Elementary and Secondary School Counselors

Building, grade level, department, and special service teams meet frequently in Professional Learning Communities to review student data and adjust instruction to improve student learning. Benchmark testing and progress monitoring assessments are conducted. Teachers use those tests and other tools to evaluate and track student growth. The collected data will be disaggregated by student population to analyze trends in student academic, social, and emotional growth. This data analysis will occur in conjunction with our District Comprehensive improvement Plan which specifically targets student subgroups. Effectiveness of the interventions will be identified for students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, and children in foster care. The district currently does not have any migratory students.

Changes to the program plan will be discussed at monthly public Board of Education Meetings. Members of the public are encouraged to participate during the meetings and are provided the opportunity to email questions, comments, and suggestions prior to the meetings.

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	117688
Anticipated Number of Students Served	250
Anticipated Number of Schools Served	6

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.

ARP-ESSA_1PercentCAS_Budget_Narrative_2022_East_Islip_580503030000.pdf

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

ARP-ESSA_1PercentCAS_Budget_Narrative_2022_East_Islip_580503030000b.pdf

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.

- 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.**

Summer Learning and Enrichment activities show strong evidence of effectiveness. The East Islip UFSD will expand on the current targeted summer offerings (offered in cooperation with our BOCES) to include enrichment activities in both language arts and mathematics for all grade levels. Other funding sources will be used to support a robust program.

Coordination with other funding sources. The East Islip UFSD coordinates a summer learning program with Eastern Suffolk BOCES. Our facilities are used to house the program and Eastern Suffolk BOCES pays the salary costs. The East Islip UFSD general budget covers the cost of maintenance and security personnel. This additional funding can be used to provide enrichment activities that are not currently allocated in the summer learning plan. Additionally, these funds will be used to extend the length of the program (either by days or hours) in future years.

- 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	117,688	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners	Summer Learning and Enrichment activities show strong evidence of effectiveness. The East Islip UFSD will expand on the current targeted summer

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
Activities		<input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<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	offerings (offered in cooperation with our BOCES) to include enrichment activities in both language arts and mathematics for all grade levels. Additional summer support will be afforded to students in grades PreK through 2 to target instruction in reading, mathematics, and science. Upper Elementary programs include the enrichment in the areas of STEAM, music and history.

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.

Tools that will drive the process of evaluating the success of the District's interventions are as follows:

- Behavioral Referral Rates
- Classroom Reports from Teachers
- Curriculum-Based Measures (CBM) of Early Literacy, Reading, Early Numeracy, Math, & Written Expression
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS™)
- Fountas & Pinnell Reading Levels
- IReady Diagnostic Assessments in Math and ELA
- Marking Period Grades
- New York State Assessments
- Teacher-Based Assessments
- Observations and discussions with Elementary and Secondary School Counselors

Building, grade level, department, and special service teams meet frequently in Professional Learning Communities to review student data and adjust instruction to improve student learning. Benchmark testing and progress monitoring assessments are conducted.

Teachers use those tests and other tools to evaluate and track student growth. The collected data will be disaggregated by student population to analyze trends in student academic, social, and emotional growth. This data analysis will occur in conjunction with our District Comprehensive improvement Plan which specifically targets student subgroups. Effectiveness of the interventions will be identified for students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, and children in foster care. The district currently does not have any migratory students.

Changes to the program plan will be discussed at monthly public Board of Education Meetings. Members of the public are encouraged to participate during the meetings and are provided the opportunity to email questions, comments, and suggestions prior to the meetings.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 03/23/2022

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	117688
Anticipated Number of Students Served	500
Anticipated Number of Schools Served	6

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.

ARP_State_Reserves_1PercentSLE_FS10_Budget_2022_East_Islip_580503030000.pdf

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

ARP-ESSA_1PercentSLE_Budget_Narrative_2022_East_Islip_580503030000.pdf