

Buckeye Central Local Schools Seek Input on State and Federal Grants

District administrators are currently seeking input on the spending of specific state and federal program funds for the 2022-2023 school year:

Title I-A Improving Basic Programs - Reading and Math Intervention

Title I-A provides supplemental support for reading and mathematics intervention for at-risk students at qualifying nonpublic and public schools. Fundable evidence-based activities may include employee salaries, professional development, instructional materials, equipment and parental involvement. Buildings must meet eligibility requirements for funding and services.

Title II-A Supporting Effective Instruction

Title II-A funds may be utilized for developing and implementing mechanisms to recruit, train and retain highly qualified teachers. Districts may also use these funds to reduce class size, particularly in the early grades.

Title IV-A Student Support and Academic Enrichment

The purpose of the Title IV-A grant program is to improve students' academic achievement through strategies and activities to support a well-rounded and supportive educational program.

IDEA-B Special Education and IDEA-B Early Childhood Special Education

Allowable expenditures for IDEA-B resources include:

- Salaries and benefits for Intervention Specialists and paraprofessionals;
- Instructional supplies and equipment designed to increase student achievement while increasing access to the general curriculum;
- Substitute costs associated with IEP meetings;
- Professional development;
- Excess costs and
- Specialized instructional supplies.

ESSER

An LEA may use ESSER funds for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act. Although the lists of allowable uses of funds are not identical, any of the ESSER funds (ESSER I, ESSER II, or ARP ESSER) may be used to support all of the allowable uses of funds listed in any of the ESSER programs. Of the total amount allocated to an LEA from the State's ARP ESSER award, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and

operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:

1. Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
2. Training and professional development on sanitizing and minimizing the spread of infectious diseases;
3. Purchasing supplies to sanitize and clean the LEA's facilities;
4. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
5. Improving indoor air quality;
6. Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
7. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
8. Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
9. Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
10. Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
11. Planning and implementing activities related to summer learning and supplemental after-school programs;
12. Addressing learning loss; and
13. Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff.

The school district is required to submit electronic applications for state and federal programs each year and provide detailed information to the Ohio Department of Education regarding plans for the use of the funds. The Department also requires an annual evaluation of the district's plan which may include an on-site review. Districts are required to offer a brief explanation to the public of the programming opportunities it receives and encourage the community to comment on how the specific funds are spent.

Those interested in commenting on spending associated with the individual State and Federal Programs are encouraged to contact Diane Ervin using the following email: dervin@bcbucks.org