

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

Rural and Low-Income Schools (RLIS) December 2022 Cadre

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Kentucky Department of Education



Kentucky Department of

E D U C A T I O N

Welcome!
Thanks for your participation!

****Please mute your microphones and turn your cameras off****

Questions during the presentation?

Please feel free to use the chat feature on Teams.

Introduction/Overview of Today

- Presentations from Title I, Part A, Title II, Title III and Title IV, Part A
 - Goal: Help in the understanding of each program and how it can best be supported with Title V funds.
- Questions answered from Teams Chat.
- Each webinar will be posted on the [Title V, Part B - Rural Education Achievement Program \(REAP\) - Kentucky Department of Education](#) website shortly after its conclusion.

Title I Basics: Purpose

Title I, Part A (Improving Basic Programs) is one of the largest federal programs supporting elementary and secondary education. These resources:

- Ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education;
- Support students' ability to achieve proficiency on challenging state academic achievement standards and assessments;
- Target districts and schools in the greatest need.
- Supplement (increase the level of service) not supplant (replace) other funding sources.

Title I: District Set Asides (DSAs)

- Set-asides are funds that are reserved at the district level.
- Title I, Part A is intended to be a school-based grant and KDE cautions against reserving large amounts of funds at the district level.
- Mandatory Set Asides:
 - Homeless
 - McKinney-Vento (11 districts)
 - Neglected Institutions (17 districts)
 - Parent and Family Engagement

Title I: DSAs (continued)

- Other set-asides categories are optional.
- KDE has issued [set-aside guidance](#) providing expectations and guiding questions pertaining to the reservation and use of optional set-asides.

Title I: Parent and Family Engagement

- School and district parent and family engagement activities fall into two general categories:
 - Providing notice and information regarding the education of their children (right to participate, request teacher qualifications and the 4-week notice); and
 - Implementing activities that engage parents and families in the school community and with their children's education.
- All districts and schools that accept funds have required activities that must be conducted with parents. For example, parents and families must:
 - Be consulted on the use of parent and family engagement funds;
 - Be involved in the development of the Title I program;
 - Be involved in the Title I program evaluation (school level);
 - Be involved in the development of the district- and school- level policies and school compacts.
- Parent and family engagement requirements must be met by all districts, including districts not required to reserve funds for this purpose.

Title I: Allowable Uses

- **Supports for Title I Students:**
 - Response to Intervention (RTI) and credit recovery services
 - Certified teachers and teaching assistants
 - Proportional benefits for Title I salaries
 - Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
 - Pre-K, summer, and extended day programs
- **Support Staff for Title I Programs:**
 - Data management staff for Title I only
 - Secretary and/or clerks for Title I only
 - Title I coordinators and administrators
 - Stipends for principals outside of contract hours
 - Nurses for summer and Title I programs

Title I Allowable Uses (continued)

- **Title I Program Supplies and Materials:**
 - Instructional materials for Title I programs
 - Computer aided instructional software for Title I programs
 - Diagnostic and progress monitoring materials for Title I programs
 - Technology to upgrade the educational program
- **Title I Parent and Family Engagement:**
 - Parent liaison or coordinator
 - Family engagement consultants
 - Stipends for staff to plan for or participate in Title I activities outside contract hours
 - Costs for activities including materials, transportation, childcare, and light refreshments

Title I Allowable Uses (continued)

- **Professional Development (PD) aligned with Title I:**
 - Stipends and/or substitutes for staff
 - PD aligned to a Schoolwide Program plan or directly related to the needs of participating Title I students
 - Educational consultants
 - Reasonable supplies and materials for PD
 - Travel costs are allowable if they relate to the grant program activities.
- **Other:**
 - Field trips aligned with academic content
 - Preparation for and awareness of opportunities for postsecondary education and the workforce. This may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
 - Student awards for effort and achievement (not participation), which are nominal and non-monetary

Title I Resources

- [Title I, Part A--Improving Academic Achievement of the Disadvantaged](#)
 - Kentucky Department of Education's site regarding Title I
 - General information and resources
 - Contact information for Erin Sudduth, Branch Manager
- [Title I Part A Documents and Resources](#)
 - General resources
 - Budget and financial resources
 - Comparability Report resources
 - Consolidated Monitoring documents
 - Monthly Webinars/Newsletters links
 - Equitable services to private schools
 - Parent and Family Engagement resources

Title II, Part A Intent

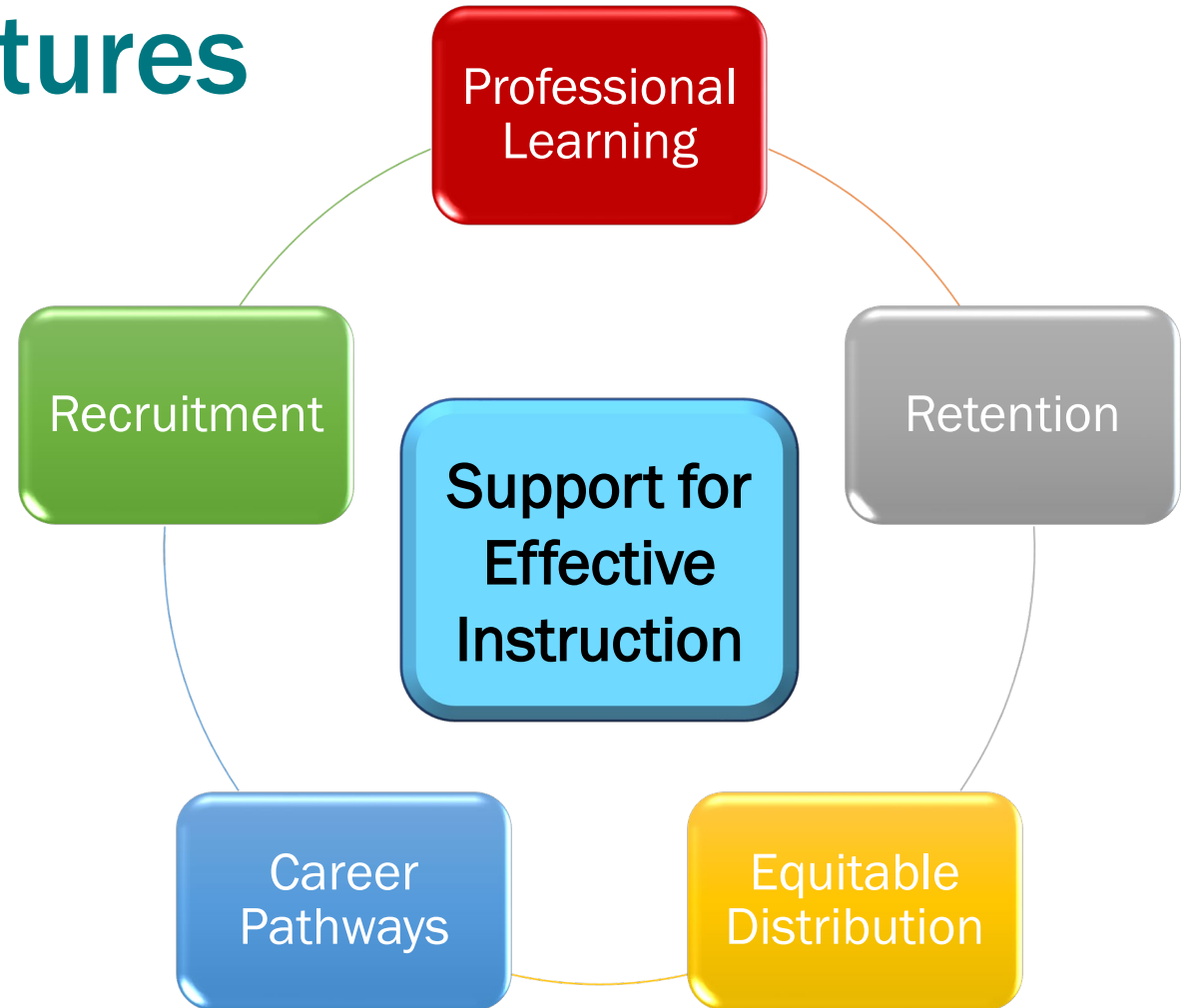
Title II, Part A funds can be used to provide *supplemental* activities that strengthen the quality and effectiveness of teachers, principals and other school leaders in order to:

- Increase student achievement
- Improve teacher and principal effectiveness
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders



Title II, Part A Expenditures

- Professional Learning
- Recruitment
- Retention
- Career Pathways
- Equitable Distribution of Effective Educators



Title II, Part A Examples

Examples of Allowable Expenditures

- Salaries, stipends, fees for instructional coaches
- Recruitment and retention initiatives
- Substitutes for teachers attending professional learning
- Materials and supplies for approved, reasonable and necessary professional learning sessions
- Expenses related to equitable distribution of effective teachers

Examples of Non-Allowable Expenditures

- Stand-alone professional development
- Curriculum Development
- Assessment Development
- Data Analysis/Data Retreats
- Food and refreshment purchases
- Direct reimbursement to a nonpublic school
- Materials or supplies not directly connected to professional learning
- Materials for students
- Salaries for required positions

Title II, Part A Resources

- Title II, Part A Website

<https://education.ky.gov/teachers/tq/Pages/default.aspx>

- Kris Jarboe

Kris.Jarboe@education.ky.gov

Core English Language (EL) Program

All districts must establish an EL program providing appropriate services that meet civil rights obligations in order to:

- Ensure ELs, including immigrant children and youth, attain English language proficiency, develop high levels of academic achievement in English and meet the same challenging state academic achievement standards as all children are expected to meet.
- Ensure districts meet the obligation of providing appropriate services under Title VI of the Civil Rights Act of 1964 and the EEOA of 1974.
 - Civil rights and EEOA required EL services cannot be paid for with federal funds.
 - Services provided to ELs using federal funds must be *supplemental*.

Goals of the Core EL Program

- Meet all civil rights requirements for serving ELs
- Choose an educational approach
- Identify and assess the students
- Provide an evidence-based program of services
- Provide staffing and resources
- Implement state criteria for transitioning students from services
- Maintain accurate data and reporting in order to:
 - Monitor transitioned students
 - Periodically evaluate and revise their program
 - Receive funding allocations

Civil Rights Obligations to ELs



Identifying and assessing all potential EL students



Providing EL students with a language assistance program



Staffing and supporting an EL program



Providing meaningful access to all curricular and extracurricular programs



Avoiding unnecessary segregation of EL students



Evaluating EL students for special education services and providing special education and English language services



Meeting the needs of EL students who opt out of EL programs or particular EL services



Monitoring and exiting EL students from EL programs and services



Evaluating the effectiveness of the district's EL program



Ensuring meaningful communication with limited English proficient parents



District Lau Plan

- In response to Civil Rights obligations, all districts must develop and maintain a program plan (Lau Plan) designed to meet Civil Rights and EEOA requirements.
 - This includes districts with no ELs currently enrolled.
- When developing the Lau Plan, districts should consult with all stakeholders.
- The Lau Plan is a “working document” and should be reviewed and revised, when necessary, with participation and approval of the Lau Plan team members, including program evaluations and stakeholder feedback.

Title III, Part A, EL Program

Title III, Part A, EL Program is a U.S. Department of Education (ED) grant program that provides supplemental funding to help support English learners (ELs) and immigrant students by supplementing the existing English learner program and language education services the district is required to provide under civil rights laws.

- Funds are awarded to state educational agencies (SEAs) which then subgrant funds to local education agencies (LEAs).
- Title III funds must add to (supplement) and not replace (supplant) other federal, state, and local funds that are used to meet civil rights obligations.

Title III Required Activities

Under Section 3115(c) of the Every Student Succeeds Act (ESSA), Title III requires three activities be in place as part of a district's EL Program:

1. Effective high-quality Language Instruction Educational Program (LIEP)
 - a) Title III funds should supplement the program
2. Effective high-quality professional development (PD) that is sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused
3. Parent, family, and community engagement activities that enhance or supplement LIEPs

Title III Allowable Activities

- Family literacy, parent and family outreach, and training activities
- Recruitment of, and support for, staff trained to support immigrant children and youth
- Provide tutorials, mentoring and academic or career counseling for immigrant children and youth
- Activities coordinated with other entities to offer comprehensive community services
- Basic and additional instructional services to support immigrant children and youth

Resources

- [District Guide for the English Learners Program](#)
- [Title III Required Subgrantee Activities](#)
- [Spending Title III, Part A Funds to Support English Learners](#)
- [2015 Dear Colleague Letter](#)
- [English Learner Toolkit](#)

Contact Information

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Title IV, Part A: Student Support and Academic Enrichment

Three Content Areas: Program purpose is to improve students' academic achievement by increasing the capacity of states, districts, schools and communities to:

- Provide all students with access to and success in a **well-rounded education**;
- Improve school conditions for student learning (**safe and healthy students**); and
- Maximize and enhance the **effective use of technology** in order to improve the academic achievement and digital literacy of all students.

Well-Rounded Education Activities

- Science, Technology, Engineering and Mathematics (STEM)
- Music and Arts
- Foreign language instruction
- College and career counseling
- Environmental Education

Well-Rounded Education – Additional Activities

- Social and Emotional Learning (SEL)
- Civics Education
- Career and Technical Education Program supports
- Accelerated learning programs
- High school redesign with dual or concurrent enrollment and early college high schools

Safe and Supportive Schools Activities

- Bullying and Harassment Prevention
- Relationship-Building Skills
- School Dropout Prevention
- Re-Entry Programs and Transition Services for Justice Involved Youth
- Child Sexual Abuse Awareness and Prevention

Safe and Supportive Schools Activities (continued)

- Reducing exclusionary discipline practices and promoting supportive school discipline
- Suicide Prevention
- Violence Prevention, Crisis Management and Conflict Resolution
- Preventing Human Trafficking
- Building School and Community Relationships
- Culturally Responsive Teaching and Professional Development of Implicit Bias

Student Physical and Mental Health

- Health and Safety Practices in School or Athletic Programs
- School-Based Mental Health Services
- Healthy, Active Lifestyle, Nutritional Education
- Trauma-Informed Classroom Management
- Preventing Use of Alcohol, Tobacco, Electronic Cigarettes
- Chronic Disease Management

School Resource Officers and HB 63

HB 63 requires districts to assign one school resource officer per school campus.

Due to the requirement districts cannot utilize federal funds to meet the requirement set out in HB 63.

Using federal funds would be a violation of the supplement/not supplant requirement.

Districts must utilize state or local funds to meet requirements in HB 63.

Please see the [HB63 School Resource Officer](#) guidance.

Use of Funds for Effective Use of Technology

- Ongoing professional development for teachers, principals, other school leaders or other personnel in blended learning strategies.
- Providing professional development in the use of technology to enable teachers and instructional leaders to increase student achievement
- Developing or using effective or innovative strategies for delivery of specialized or rigorous academic courses using technology, including digital learning technologies and assistive technologies.

Effective Use of Technology Activities

- Professional learning in maximizing and enhancing the use of educational technology in the classroom.
- Personalized learning
- Blended learning strategies
- Support professional learning in STEM and STEAM activities

Effective Use of Technology Activities

- Stipends for teachers attending training outside their contracted time that isn't part of their required 24 hours of professional learning.
- Registration and travel costs associated with professional learning conferences and trainings.
- Paying consultant fees or stipends for technology coach.
- Substitutes for teachers providing training or participating in activities supported under this section of the grant.

Title IV, Part A Contact Information

- If you have any questions, please feel free to reach out to us anytime:
 - Lalah Brewer – 502-564-4772 ext. 4028 Lalah.brewer@education.ky.gov
 - Lee Bowling – 502-564-4772 ext. 4035 lee.bowling@education.ky.gov

[Title IV, Part A webpage](#)

[Title IV, Part A District Coordinator Handbook](#)

Q&A Corner

Teams chat questions...

Helpful Resource Spotlight

- Title1Admin
- Subscription provided to all districts.
- Emails twice a week
- Helpful information on Title I, Part A and other title programs
 - **Do tap into Title II, Part A funds to develop initiatives for retaining, hiring staff** (November 15, 2022 article)
- Contact your district's Title I coordinator to begin receiving these emails.

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