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# Rural and Low-Income Schools (RLIS) FY23 Cadre

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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.*

# Tentative Plan

- 4 Webinars: about once every three months/TBD
  - Each webinar will be posted on the [Title V, Part B - Rural Education Achievement Program \(REAP\) - Kentucky Department of Education](#) website.
- Approximately 1 hour
- Open to all districts receiving the RLIS (Rural Low-Income Schools) grant.
- Topics will be determined based upon your feedback.
  - Short survey will be completed at the conclusion of each webinar.

# Initial Survey Trends

- Title V Coordinator for 3+ years: 60%
- Coordinate Title I and/or Title IV also: 90%
- Coordinate Title III: 83%
- Received Title V for 3+ consecutive years: 86%
- Plan to support Title I with the funds: 84%
- The majority of you are interested in:
  - Strategic use of funds
  - Allowability
  - Documentation
  - Programs that can be supported with Title V funds

# Rural Education Achievement Program (REAP)

- Title V, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), is also known as the [Rural Education Achievement Program](#) (REAP). REAP is designed to assist rural school districts that may often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes.
- Schools are designated as rural by the Secretary of Education. Rural schools are assigned locale codes which specify the number of people living in a particular area and the distance from a metropolitan area.
- The two initiatives with REAP are: The [Small Rural School Achievement](#) (SRSA) Program and the [Rural Low-Income Schools](#) (RLIS) Program.

# Small Rural School Achievement (SRSA)

- The SRSA program's purpose is to provide rural local educational agencies (LEAs) with financial assistance to fund initiatives aimed at improving student academic achievement.
- To qualify for SRSA, a school district must meet the statutory requirements of being both small and rural [ESSA 5211(b)].
  - To be considered small and rural a school district must have an average daily attendance of less than 600 students and only serve schools with a locale code of 41, 42, or 43, as determined by the Secretary of Education, or the secretary of education has determined, based on a demonstration by the LEA and concurrence of the state education agency (SEA), that the LEA is located in an area defined as rural by the state.

# Rural Low-Income Schools (RLIS)

- Intended to improve student achievement.
- A school district must be ***both*** low-income and rural:
  - 20% or more of children ages 5 to 17 years served must be from families with incomes below the poverty line.
  - Schools are designated as rural by the Secretary of Education. Rural schools are assigned locale codes which specify the number of people living in a particular area and the distance from a metropolitan area.
  - Districts may use these funds to pay for activities authorized under [Title I, Part A](#) (including parent and family engagement); [Title II, Part A](#); [Title III](#); and [Title IV, Part A](#).
- Meeting the eligibility requirements is a condition of receiving an allocation. If a district falls out of eligibility it will not receive funding.



# Acceptable Uses of RLIS

- Your Needs Assessment is the key. If the consolidated application includes an item not documented in the Needs Assessment, then it is unable to be funded.
- The spending of RLIS funds must be intentional.
  - Careful planning of the use of these funds is required. It must be tied to the Needs Assessment and documented as a funding source.
  - The use of these funds must be pre-approved by KDE.
  - The funding must be supplemental to anything normally provided through general funds and the title program being supported.
  - The funding must be used to supplement another title program in a way that is allowable under that program.

# Title I, Part A [including Parent and Family Engagement (PFE)]

- Equipment, materials and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students and drive decision-making.
- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.
- PFE: Take-home math manipulatives for parents to continue an activity from a Math Night with their child.
- PFE: Stipend for a PFE Coordinator at each school.

# Title II, Part A

- High-quality professional development to train teachers, principals and other school leaders about topics such as technology in the classroom, parent and family engagement, academic readiness skills and school policy decision-making.
- Professional development for school leaders to integrate academic content, career and technical education, and work-based learning in order to prepare students for postsecondary education and the workforce.
- Trainings for teachers, principals and other school leaders on how to accurately differentiate teacher performance and constructively utilize evaluation results.

# Title III

*Not used to provide assistance that is mandated under the Civil Rights Act.*

- Supplementing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement.
- Supplemental professional development to classroom teachers (including non-EL teachers), principals and other school leaders, administrators and other school or community-based organizational personnel that is designed to improve the instruction and assessment of English learners.

# Title IV, Part A

- Effective Use of Technology ([ESEA Section 4109](#))
- Providing students in rural, remote and underserved areas with digital resources.
- Building technological capacity and infrastructure in schools.
- Carrying out blended learning projects.

# General Requirements for RLIS

- Spending must be timely: Although funds are available for a 27-month period, districts should strive to spend the majority of the funds within the school year that they are allocated.
- Spending should align with and be documented in the CDIP (Comprehensive District Improvement Plan) and CSIP (Comprehensive School Improvement Plan) in the funding source section of each.
- MUNIS alignment:
  - Funds should be spent according to the KDE-approved budget in your Grant Management Application & Planning (GMAP) application. Revisions can be approved by KDE throughout the year.
  - Alignment for MUNIS and GMAP should be occurring at least quarterly.
- Detailed records should be kept to demonstrate the actual use of the funds ([KDE RLIS Consolidated Monitoring Form](#)).

# Allowable Spending of Funds

- Each district must maintain a written allowability procedure as part of their financial management systems.
- A single allowable cost procedure and checklist for all title programs may be adopted.
- The document should:
  1. outline approval levels.
  2. include relevant state/local rules.
  3. provide FAQs on frequent types of costs in the district.
  4. explain or refer to the district's travel policy.

Helpful resource: [Allowable Cost Checklist and Procedures for Title I, Part A Funds \(ky.gov\)](#)

# RAND

## (Reasonable, Allocable, Necessary, Documented)

- When determining the allowability of a purchase being made with federal funds, the expense must be reasonable, allocable, necessary and documented.
- Guiding questions are important to include in the written allowability procedure based on RAND.
- Answering “yes” to all the questions implies that a cost may be allowable.



# Reasonable

Not excessive in cost and based on prudent and sound purchasing practices. [2 C.F.R. § 200.404](#)

- Does the cost seem reasonable in comparison to fair market prices for comparable goods or services?
- Does the expenditure help to target the purpose of the grant?
- Would a “prudent person” agree that the item is reasonable?
- Did the district follow its purchasing or procurement procedures?
- Evidence for an auditor:
  - Documentation of how district’s purchasing procedures were followed.
  - Documentation that the same service provided by another vendor is similar in cost

# Allocable

Cost is incurred specifically for the benefit of the program, distributed proportionately, an allowable activity, and meets the program's intent. [2 C.F.R § 200.405](#)

- Is the cost incurred specifically for the title program?
- Does the cost meet the intent of the title program?
- If costs are shared with another program, is that program's portion incurred proportionately?
- Is the purchase supported by the funding matrix (located on KDE's [Federal Grants webpage](#)) and/or allowable MUNIS codes in GMAP?
- Evidence for an auditor:
  - KDE approval in GMAP
  - Documentation that the purchase is allowable by the supported title program
    - Title I-A funds cannot be used to purchase meals, so purchasing meals is not allocable.

# Necessary

Essential for carrying out the needs-based, Title V, Part B, Subpart 2 program. [2 C.F.R. 200.403\(a\)](#)

- Could the cost be deemed necessary for the operation of a quality, efficient title program as outlined in the district's application?
- Is the need for the cost supported in the needs assessment, CDIP/CSIP, or a statement in the GMAP application?
  - Have funds been used intentionally to support the goals outlined in the CDIP/CSIP?
  - Is RLIS listed as a funding source in the CDIP/CSIP?
- Evidence for auditor:
  - Documentation in the Needs Assessment or CSIP/CDIP
  - Approved GMAP application

# Documented

Purchases must be adequately documented. [2 C.F.R § 200.403\(g\)](#) and [2 C.F.R. § 200.302\(b\)\(3\)](#)

- Could the district readily document the reasonableness, allocability and necessity of the cost?
- Is documentation maintained for the number of years required per the [Records Retention Schedule](#)?
  - Best practice: maintain program records for 5 years
- Does the district have records that identify the source and application of funds and contain information regarding authorizations, obligations, unobligated balances, assets, expenditures, income and interest that are supported by source documentation?

# Q&A Corner

Teams chat questions...

# Updating Person Role Manager

- Great response—Thank you!
- Purpose: receive important information from KDE to the correct contact in your district
- Updated by your district web apps admin point of contact (WAAPOC)
  - Rural districts not receiving SRSA or RLIS may add a contact to ensure that the district still receives important information regarding resources and opportunities.
- To add a Title V, Part B coordinator for your district, the Role Status must be set to “active”, and a Role Start Date entered. Also ensure an email address is entered on the demographic screen. This should be done via [KDE Web Applications](#) | Person Role Manager.

# Helpful Resources

- [U.S. Department of Education Informational Document on the Rural Education Achievement Program \(REAP\)](#)
- [USED Rural and Low-Income School Program \(RLIS\)](#)
- [Title V, Part B - Rural Education Achievement Program \(REAP\) - Kentucky Department of Education](#)
- [RLIS FAQs](#)
- [REAP Allowable Use of Funds PowerPoint](#)
- [KDE RLIS Consolidated Monitoring Form](#)
- [Allowable Cost Checklist and Procedures for Title I, Part A Funds \(ky.gov\)](#)

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# Contact info

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