

The background of the slide is a composite image. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. 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) FY25 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

- Webinars: about once every two to three months/TBD
- Approximately one hour
- Open to all districts receiving the RLIS (Rural Low-Income Schools) and SRSA (Small Rural Schools Achievement) grant.
- Topics will be determined based upon your feedback.
 - Short survey will be provided to record participant feedback at the conclusion of each webinar.

Introduction/Overview of Today

- Survey results from the FY25 RLIS Cadre Interest Survey
- Overview of Title V/Acceptable uses of Title V funds
- Coordinator share out
- Final questions answered from the Teams Chat
- Helpful resources
- Each webinar will be posted on the Kentucky Department of Education's Kentucky Department of Education (KDE) [Title V, Part B - Rural Education Achievement Program \(REAP\) webpage](#) shortly after its conclusion.

FY25 Cadre Interest Survey Trends

- Title V Coordinator new to the role (second year or less as coordinator): 56%
- Coordinate Title I, II and/or Title IV also: 92%
- Coordinate Title III: 42%
- Coordinate other programs (Title IX/Federal Impact Aid): 4%
- Plan to support Title I with the funds: 68%
- The majority of you are interested in:
 - Allowable expenditures for Title V funds
 - Creating and maintaining proper documentation for the Title V program
 - Best practices for implementing a Title V program

Rural Education Achievement Program

- 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

- 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 in an area defined as rural by the state.

Rural Low-Income Schools

- Supplemental funds 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.
- Meeting the eligibility requirements is a condition of receiving an allocation. If a district falls out of eligibility it will not receive funding.

General Requirements for RLIS

- Spending must be timely: Although funds are available for a 27-month period, districts should monitor their Title V budget on a regular basis to ensure timely spending.
- 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 and Planning (GMAP) application. Revisions can be approved by the KDE throughout the year.
 - Alignment for MUNIS and GMAP should be occurring to reflect actual expenditures. KDE recommends checking for alignment at least quarterly.
- Detailed records should be kept to demonstrate the actual use of the funds ([KDE RLIS Consolidated Monitoring Form](#)).

Determining Acceptable Uses of RLIS Funds

- Important considerations:
 - Continuous District Improvement Plan (CDIP)
 - Continuous School Improvement Plan (CSIP)
 - Needs Assessment
 - Expenses outlined in the consolidated application budget should support documented needs.
 - Coordinators of the district's other title programs
 - 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](#).
 - It may benefit districts already receiving a Title V allocation to transfer Title II and/or Title IV funds into Title V.

Determining Acceptable Uses of RLIS Funds (continued)

- Stakeholder input
 - District-level administrators, school-level administrators, certified staff, classified staff, parents, students, community business leaders
- Proposed expenses are reviewed and approved by KDE through the consolidated application.
 - Must be supplemental to any federal, state or local funds.
 - Must not fulfill the requirements of any state mandates or federal laws.
 - Must be used to support other title programs in a way that is allowable under those programs.

Title I, Part A

- Title I is all about improving basic operations. Initiatives that allow for the monitoring and facilitation of student progress are key.
- ESSA 1001 states, “The purpose of this title [Title I, Part A] is to provide all children significant opportunity to receive a fair, equitable and high-quality education, and to close educational achievement gaps.”

Parent and Family Engagement (PFE)

PFE is intended to provide two-way communication between schools and families regarding Title I and to provide activities that enrich the involvement of parents in their child's academic improvement.

Title II, Part A

- Title II, Part A is focused on supporting effective instruction.
- Per ESSA 2001, the purpose of Title II, Part A is to:
 - Increase student achievement consistent with challenging state academic standards;
 - Improve the quality and effectiveness of teachers, principals and other school leaders;
 - 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.
- **Update:** Because of the new [Kentucky Educator Mentorship Program \(KEMP\) Guidance](#), districts may no longer use title funds to provide mentorship for first-year teachers.

Title III

- The focus of Title III is to support language instruction for English learners (ELs) and immigrant students.
- The intent is to provide assistance for these students that is not designated as a civil right. If something is a civil right, neither Title III nor Title V may be used to support its funding.
- The purposes of Title III outlined in ESSA 3102 are:
 - To help ensure EL students attain English proficiency and develop high levels of academic achievement in English;
 - To assist ELs in achieving high levels in academic subjects so they can meet the same challenging academic achievement standards all children are expected to meet;
 - To assist in establishing, implementing and sustaining effective programs designed to assist in teaching ELs;
 - To assist in the development and enhancement of the capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings; and
 - To promote parent, family and community engagement in programs and services for ELs.

Not used to provide assistance/services that are mandated under the Civil Rights Act.

Title IV, Part A

Title IV supports students and provides academic enrichment.

- Per ESSA 4101 Title IV increases the capacity of SEAs and LEAs to:
 - Provide all students with access to a well-rounded education;
 - Improve school conditions for student learning; and
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.
- **Update:** School Resource Officer (SRO) funding

Q&A Corner

- Coordinator Share Out
 - Name
 - Role and how long you've held the role
 - One interesting thing about your district
 - One thing you are hoping to learn from our FY25 RLIS Cadre webinars
- Teams chat questions...

Helpful Resource Spotlight

- ESEANow
 - Subscription provided to all districts by KDE.
 - Emails twice a week with helpful information about all title programs.
 - Contact your district's Title I coordinator to begin receiving these emails.
- Helpful information on title programs supported with Title V funds
 - [Can You Pay For...?](#) Contains many topics regarding allowability for Title I and other federal programs.
 - [PFE: Use of Funds for Activities to Strengthen PFE](#)
 - [English Learners: Title III and Title I](#)
 - [Upgrade your messaging to encourage in-person attendance](#) Article from 9/24/24 email
 - [Serving homeless children and youth displaced by disaster](#) Article from 10/8/24 email

Helpful Resources Specific to Title V: USED

- [USED Informational Document on the Rural Education Achievement Program](#)
- [USED Rural and Low-Income School Program \(RLIS\)](#)
- [USED REAP: Understanding Allowable Uses of Funds](#)
- [USED FY25 2024 Master Eligibility Spreadsheet](#)
- [USED REAP FAQs](#)

Helpful Resources Specific to Title V: KDE

- [KDE Title V REAP homepage](#)
- [KDE RLIS FAQs](#)
- [KDE REAP Allowable Use of Funds PowerPoint](#)
- [KDE RLIS Consolidated Monitoring Form](#)
- [KDE Allowable Cost Checklist and Procedures for Title I, Part A Funds](#)

The background is a composite image. The top left shows a line of yellow school buses with 'SCHOOL BUS' written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A white diagonal line separates the two images.

Contact info

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