

# Title V, Part B

## Rural and Low-Income Schools

FY18 Application

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**Stephanie Nichols & Brendsha A. Roby**

Title V-B Coordinator  
Office of Federal Programs

Director of Schoolwide Development

## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

# Overview of ESSA

# Overview of The Every Student Succeeds Act (ESSA)

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- December 2015 - reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. Now is known as the Every Student Succeeds Act, or ESSA.
- ESSA supersedes No Child Left Behind (NCLB)
- REAP program continues under ESSA
- ESSA can be found at <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

# Rural Education Achievement Program (REAP)

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# REAP Programs

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Two types of programs:

- Small, Rural Schools Achievement Program (SRSA)

Two (2) LEAs in the State

- Rural and Low-Income School Program (RLIS)

112 LEAs in the State

# RLIS Eligibility

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- The LEA can be eligible for SRSA and RLIS, however, if the LEA is approved for the SRSA it will not receive RLIS. ESSA Section 5221(b)
- Twenty percent or more of the children ages 5 to 17 served by the LEA must be from families with incomes below the poverty line.
- The LEA must have a locale code of 32, 33, 41, 42, or 43



# Use of Funds for RLIS

# Use of funds

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Activities authorized under:

- Title I, Part A: Improving Basic Programs
- Title II, Part A: Supporting Effective Instruction
- Title III: Language Instruction for English Learners and Immigrant students
- Title IV, Part A: Student Support and Academic Enrichment
- Parent and Family Engagement Activities

# MCAPS

# Sections

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- Budget
- Budget Overview
- Program Details
- Title V, Personnel Details
- Plan Relationships
- Related Documents
- Program Assurances

# Budget

- Budget funds by function, object code and location.
- Provide a narrative on how the funds will be used.

## Budget

No Name Test (1111) Public District - FY 2018 - Consolidated - Rev 0 - Title V

Go To 

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

### Budget By Object Codes

	Function Code	Total
<a href="#">View</a>	1105 - Pre-Kindergarten Programs	\$0.00
<a href="#">View</a>	1110 - Kindergarten Programs	\$0.00
<a href="#">View</a>	1120 - Elementary Programs	\$0.00
<a href="#">View</a>	1130 - Middle-Junior High Programs	\$0.00
<a href="#">View</a>	1140 - High School Programs	\$0.00
<a href="#">View</a>	1190-1199 - Other Regular Programs	\$0.00
<a href="#">View</a>	1230 - Alternative School Programs	\$0.00
<a href="#">View</a>	1250 - Title I Programs	\$0.00

# Budget Overview

- Summary of how funds are allocated overall and by location.

## Budget Overview

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Filter by Location: All - \$0.00

Show Unbudgeted Categories

Function Code		Object Code	Total
Total			0.00
		Adjusted Allocation	100,000.00
		Remaining	100,000.00

# Program Details

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Describe the activities for which funds will be used.

- Activities allowable under Title I, Part A
- Parent and Family Engagement activities
- Teacher recruitment and retention activities
- Activities allowable under Title II, Part A
- Activities allowable under Title III
- Activities allowable under Title IV, Part A

# Program Details

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Describe how the LEA will:

- Implement the use of RLIS funds to increase academic achievement and close the achievement gaps.
- Implement RLIS funds to administer the grant and what additional funds are coordinated with these funds to support the previously mentioned activities.



# Title V Personnel Details

- Please provide all personnel that are being paid from Title V, Part B, Subpart 2 funds.
- Personnel must match the budget.

## Title V Personnel Details - School-based and Districtwide

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### Personnel and Location Staff Paid with These Funds

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office).

#### School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Instructional Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
Other (specify)	<input type="text"/>	<input type="text"/>
Total	<input type="text" value="00"/>	<input type="text" value="00"/>

#### Instruction & Support funded with Title VI - (Work as needed at multiple school sites)

	Headcount	FTE
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# Plan Relationships

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- All funds must be tied to a goal within the LEA Plan.
- Go to the Planning tool, Plan Overview to tie the funds.

# Plan Relationships

## LEA Plan Overview

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Create Goal

Plan Items ( Expand All Collapse All )

1) Promote literacy development K-12 and in all content areas

Description:

Ensure that all member of OFP University's professional staff develop the skills, knowledge and strategies to effectively implement MS College and Career Readiness Standards using best instructional practices.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)

Create Strategy

1.1) Multi-Tier Supports Systems (MTSS)

Description:

Incremental planning and implementation of MTSS for secondary literacy and reading instruction and interventions.

Create Action Step

AS 1.1.1) Implementation of MTSS

Description:

The district will implement Multi-Tiered System of Support with students identified as emergent reader in grades K-3rd using the universal screener (STAR) through the use of interventionists and additional professional development to teachers and interventionist in evidence-based practices and strategies.

Benchmark Indicator:

The reduction of students in scoring emergent reader in each grade level by 25%.

Person Responsible:

Principal, Interventionist, Teachers and Paraprofessionals

Estimated Completion Date:

4/13/2018

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Consolidated		Title I-A	Salaries and benefits for interventionists	\$75,000.00
		Title II-A	Professional development in evidence based practic	\$25,000.00
Total				\$100,000.00

# Program Assurances

- The box at the top left must be checked to move the application forward.

## Program Assurances

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☐ \* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

1. The LEA will use program funds to conduct the following activities:

- |    |  |
|----|--|
| a. | Teacher recruitment and retention, including the use of signing bonuses and other financial incentives;  |
| b. | Teacher professional development, including programs that train teachers to use technology to improve teaching and that train teachers of students with special needs; |
| c. | Educational technology, including software and hardware, as described in part D of Title II;   |
| d. | Parental involvement activities;   |
| e. | Activities authorized under the Safe and Drug-Free Schools program under part A of Title IV;   |
| f. | Activities authorized under part A of Title I;   |
| g. | Activities authorized under Title III.   |

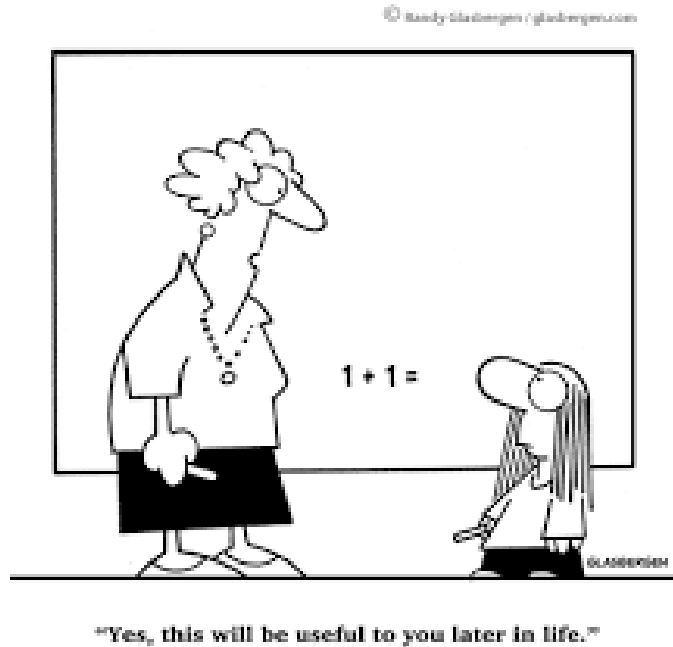
2. Each local educational agency shall administer an assessment that is consistent with section 1111(b)(3).

# Questions

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# And ...



All applications  
are due on or  
before  
February 28,  
2018 by close  
of the business  
day.

**Quentin Ransburg, Executive Director**

**Brendsha A. Roby, Director of Schoolwide Development**

**Stephanie Nichols, Title V Coordinator**

Office of Federal Programs  
601.359.3499