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Rural and Low-Income Schools (RLIS) April 2024 Cadre

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Kentucky Department of Education



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E D U C A T I O N

Welcome!
Thanks for your participation!

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

Introduction/Overview of Today

- Best practices for implementing a Title V program
 - Goal: Coordinators will know how to go above the minimum requirements of the Consolidated Monitoring checklist in the implementation of the Title V program in their district.
- Strategic uses of Title V funds for current issues in education: teacher retention and student absenteeism
- Helpful Resource Spotlight
- 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.

Best Practices for a Title V Program

- Source: [Title V RLIS Monitoring Checklist](#)
 - Sections: Introduction, Program Requirements and Fiscal Management, Best Practices
 - [October 2023 RLIS Cadre](#) and [October 2023 PowerPoint](#)

Best Practice #1

- District staff can articulate the process for determining activities to be implemented. Funds are allocated based on needs.
 - What types of evidence could be produced to meet this best practice?

Best Practice #2

- Internal and external stakeholders are involved in developing the Title V, Part B budget.
 - Who are the internal stakeholders in your district?
 - Who are the external stakeholders in your district?

Best Practice #3

- School leaders are involved in the implementation of funded activities as appropriate.
 - How might school leaders demonstrate involvement?

Best Practice #3 (continued)

- The district coordinator should communicate regarding Title V with school principals if the funds are used at the school level.
 - Especially important if the school receiving funds is not funded with Title I, Part A. (Best Practice #7)
- If applicable:
 - Title V should appear in the Funding column of the Comprehensive School Improvement Plan (CSIP).
 - The principal should monitor the implementation of the funded initiatives and ensure the funds are spent in a timely manner.

Best Practices #4 and #5 Brainstorming

- How do the CDIP and CSIPs connect to the Grant Management Application and Planning (GMAP) system as the district's needs change?
- Ideally, how often should the Title V coordinator and district finance officer review GMAP together?

Best Practices #4 and #5

- The CDIP and CSIPs are reviewed throughout the year and the GMAP application is revised as new needs are identified.
- The finance officer and Title V coordinator meet at least quarterly to ensure alignment of GMAP and MUNIS.

Best Practice #6 Brainstorming

- How might a district coordinate Title V funds with other funding sources?

Best Practice #6

- The district coordinates RLIS funds with other funding sources.
 - RLIS funds can be used traditionally or in conjunction with other sources.
 - All other funding sources can be evaluated on an annual basis to determine if another funding source can be utilized along with or in place of Title V.

Best Practice #7 Brainstorming

- If your district uses or has used Title V funds to support programs and initiatives at non-Title I, Part A funded schools, drop in the chat how your district does this.

Best Practice #7

- Funds could be used to support programs and initiatives at non-Title I, Part A funded schools
 - This includes schools that are eligible for Title I, Part A funds but do not receive services from the district and non-Title I, Part A schools within the district.

Strategic Uses of Title V for Current High Need Areas

Have you thought of using Title V funds to address issues that are affecting districts statewide and nationwide?

- Teacher retention
- Student attendance
- If either of these areas is chosen, it would be important to include on the district's Needs Assessment, CDIP and CSIPs.

Teacher Retention

- Goal: Help new or struggling teachers feel supported and build camaraderie.
 - Teacher mentorship leader districtwide or in each building: stipend or salary
 - Teacher mentor stipends in each building
 - Professional development for teacher mentors
 - Substitutes for teacher mentors to spend time in classrooms with inexperienced teachers
 - Virtual coaching for new and struggling teachers with online vendor
 - Stipends for testing fees: Praxis, National Board Certification, etc.

Student Attendance

- Goal: Help students feel like they belong and let them know that someone does notice when they do not show up. Also provide support for the family.
 - Attendance coach for the district or each school building: salary or stipend
 - Professional development on increasing student attendance and student mentorship
 - Home visit stipends
 - Truancy intervention groups for students
 - Absence intervention team that works directly with chronically absent students: stipend or salary
 - Contract with local university or mental health service provider to provide extra counseling for chronically absent students
 - School nurse to provide treatment for students that miss frequently because of health issues

Helpful Resource Spotlight

- ESEANow

- [Address root causes of chronic absenteeism through MTSS ESEANow 3/12/24](#)
- [Student attendance indicators in state ESEA plans: Georgia's success story 3/5/24](#)
- [Applications available for \\$25 million in Teacher Quality Partnership Grants ESEANow 4/5/24](#)
 - OESE encourages potential applicants to submit a notice of intent to apply by May 4, with applications due June 3.
- [Solving the Teacher Shortage: How to Attract and Retain Excellent Educators](#)

- KDE Resources

- [KDE Recruitment and Retention](#) webpage
- [KDE Chronic Absenteeism](#) webpage

Q&A Corner

Teams chat questions...

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