

Department of Public Instruction
Rural and Low-Income Schools Program (RLIS)
Guidance

Allowable Uses of Funds

Funds under the RLIS program may be used for one or more of the following authorized activities:

ID Number and Authorized Activities

1. Activities authorized under Title I, Part A Improving Basic Programs
2. Activities authorized under Title II, Part A Teacher/Principal Training
3. Activities authorized under Title III LEP and Immigrant Students
4. Activities authorized under Title IV, Part A Student Support & Academic Enrichment
5. Parental involvement activities

Program: ESSA – Title I, Part A

Improving Basic Programs Operated by LEAs

The purpose of 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. The Title I, Part A is an ESEA program intended to:

- Ensure all children the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments,
- Provide funding to supplement educational opportunities for students in higher poverty schools,
- Provide professional learning for school staff, and
- Implement other strategies for raising student academic achievement.

[Title I, Part A Program Information and Allowable Activities](#)

Program: ESSA – Title II, Part A

Supporting Effective Instruction

Title II, Part A is intended to increase student academic achievement by improving teacher and principal quality. This includes increasing the number of highly qualified teachers in classrooms, improving the skills of principals and assistant principals in schools, and increasing the effectiveness of teachers and principals.

Title II activities:

- Recruiting, hiring, and retaining highly qualified teachers and principals.
- Programs and activities designed to improve the quality of the teaching force.

- Teacher advancement initiatives that emphasize multiple career paths and pay differentiation.
- Professional development activities that improve the knowledge of teachers, principals and superintendents.

[Title II, Part A Program Information and Allowable Activities](#)

Program: ESSA – Title III, Part A

English Language Acquisition, Language Enhancement, and Academic Achievement

Title III, Part A was established to help ensure English learners (ELs), including immigrant children and youth (ICY) attain English proficiency, high levels of academic achievement in English, and meet the same challenging State academic standards that all children are expected to meet. Title III, Part A is also intended to assist teachers (including preschool teachers, principals and other school leaders, LEAs, and schools) in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs), in developing and enhancing their capacity to provide effective instructional programs, and to promote parental, family, and community participation in LIEPs for the parents, families, and communities of ELs. (ESSA Sec 3101)

Title III, Part A activities:

- Provide effective LIEPs to increase the English language proficiency and academic achievement of ELs.
- Provide effective professional development.
- Provide and implement effective parent, family, and community engagement activities.

[Title III, Part A Program Information and Allowable Activities](#)

Program: ESSA – Title IV, Part A

Student Support & Academic Enrichment

The purpose of Title IV, Part A of the Every Student Succeeds Act is to improve students' academic achievement by increasing the capacity of states, districts, schools, and local communities to provide all students with access to 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. (ESSA Sec 4101)

[Title IV, Part A Program Information and Allowable Activities](#)

[Title IV, Part B Program Information and Allowable Activities](#)

Program: ESSA – Title IV, Part E
Family Engagement

The purposes of family engagement in education programs are the following:

- To provide financial support to organizations to provide technical assistance and training for districts in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.
- To assist districts, schools, educators, and community-based organizations in strengthening partnerships among parents, teachers, school leaders, administrators, and other school personnel in meeting the educational needs of children and fostering greater parental engagement.
- To support districts, schools, educators, and parents in developing and strengthening the relationship between parents and their children’s school in order to further the developmental progress of children.
- To assist the districts in the coordination and integration of federal, state, and local services, programs, and initiatives to engage families in education.

[Title IV, Part E Program Information and Allowable Activities](#)

Coding and Tracking Funds

LEAs must track these funds separately to report use of funds and expenses in the future. The following codes have been established and align with the [NDSDFARM](#). In addition, the NDDPI has created [coding guidance](#) to provide assistance.

- Project Expense Coding: 089 – RLIS Funding

As federal funds, ESSER funds are subject to both Education Department General Administrative Regulations (EDGAR) and Uniform Grant Guidance (UGG).

RLIS Monitoring Process

Listed below are the methods the NDDPI will utilize to monitor the RLIS funding:

- Use the NDDPI grants management system, WebGrants, for collecting reimbursement and oversight purposes.
- Have LEAs submit their ledger of expenditures with every reimbursement claim to verify allowability.

- Potential desk reviews for randomly selected districts.

Accountability

School districts that receive funds from the RLIS program must administer assessments consistent with ESSA.