



REAPING REWARDS: SHOWCASING PROMISING PRACTICES FROM RURAL SCHOOLS AND DISTRICTS

NATIONAL ESEA CONFERENCE
JANUARY 30, 2019 | KANSAS CITY, MO

AGENDA

- Small, Rural School Achievement Program (SRSA) & Rural and Low Income School Program (RLIS) Eligibility
- Allowable Activities for SRSA & RLIS
- Alternative Uses of Funds
- Innovation at REAP
- REAP & SEAs: Alternative Formulas Allocations
- Updates from the Office of Communication and Outreach
- Looking Ahead: What's next at REAP
- Resources

PRESENTERS

- **Office of Elementary and Secondary Education**
 - David Cantrell, Director
 - Faatimah Muhammad, Supervisory Education Specialist

- **Maine Department of Education**
 - Daniel Weeks, Title V Coordinator & Title I Data Specialist





Eligibility Criteria: SRSA & RLIS

SRSA ELIGIBILITY CRITERIA (ESEA sec. 5211(b))

1. The total number of students in average daily attendance (ADA) at all of the schools served by the LEA is fewer than 600,

OR

Each county in which a school served by the LEA is located has a total population density of fewer than 10 people per square mile.

AND

2. All schools served by the LEA have a locale code designation 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 SEA, that the LEA is located in an area defined as rural by the State.

* If an LEA is a member of an educational service agency (ESA) that does not receive SRSA funds, and the LEA meets the above requirements, the LEA will be eligible to receive SRSA funds.



SRSA HOLD HARMLESS (ESEA sec. 5212(b)(4))

In FY 2019, FY 2015 grantee LEAs that were ineligible for an SRSA grant in FY 2017 as a result of the new locale code methodology in ESSA and who are also not dually eligible for RLIS will receive 25% of the SRSA award amount they received in 2015.

- FY 2019 is the last year Hold Harmless awards will be made.

RLIS ELIGIBILITY CRITERIA (ESEA sec. 5221(b))

1. Twenty percent or more of children aged 5 to 17 served by the LEA must be from families with incomes below the poverty line as determined by the small area income poverty estimate data (SAIPE Data).

AND

2. All schools served by the LEA must have a locale code designation of 32, 33, 41, 42, or 43,

OR

The Secretary of Education has determined, based on demonstration by the LEA and concurrence of the SEA, that the LEA is located in an area defined as rural by the State.

DUAL-ELIGIBLE LEAS (ESEA sec. 5225)

- LEAs eligible for both SRSA and RLIS are referred to as “dual eligible.”
- Dual-eligible LEAs must choose either the SRSA or RLIS grant.
- Dual-eligible LEAs indicate they want the SRSA grant by applying for SRSA during the application period.
- All dual-eligible LEAs may exercise the Alternative Fund Use Authority (AFUA), regardless of which grant they choose.





The REAP Eligibility Spreadsheet

WHAT IS THE REAP ELIGIBILITY SPREADSHEET?

- The REAP Eligibility Spreadsheet is an Excel file that:
 - Shows the eligibility criteria for the SRSA and RLIS grants;
 - Shows whether an LEA meets the criteria for SRSA and RLIS; and
 - Shows the NCES ID for each LEA.
- Access the current eligibility webpage here:
<https://www2.ed.gov/programs/reapsrsa/eligibility.html>

REAP ELIGIBILITY SPREADSHEET

EXPLANATION & REVIEW

Data the Department receives from the National Center for Education Statistics (NCES):

- LEA and School Universe
- School Locale Codes (Rural Measure data)
- LEA Census Poverty (RLIS Poverty Measure data)
- Population Density (SRSA Alternative Size Measure data)

REAP ELIGIBILITY SPREADSHEET

EXPLANATION & REVIEW

Data the SEAs provide to the Department via Max.gov:

- Eligibility Data

- State “rural” definition for SRSA and RLIS
- 2017-2018 average daily attendance (ADA) data for SRSA and RLIS

- SRSA Allocation Formula Data

- FY 2017 Title II-A allocations
- FY 2017 Title IV-A allocations

* Include data for LEAs that are members of ESAs that are eligible for a REAP award.



WE NEED YOUR ASSISTANCE!

- All LEAs **must** have an Active DUNS Number in order to submit an SRSA Application and draw-down funds.
- The **optimal** time period to renew your DUNS Number is between December and January.

*For assistance with registering or updating your school districts' DUNS, call SAM's toll free number 1-866-606-8220 (EDT-8:00am to 8:00pm.) or visit the website at www.sam.gov.





Allowable Activities for SRSA & RLIS

ALLOWABLE ACTIVITIES FOR REAP GRANTS

RLIS	SRSA
ESEA section 5222(a)	ESEA section 5212(a)
Title I, Part A (Improving Basic Programs Operated by LEAs)	Title I, Part A (Improving Basic Programs Operated by LEAs)
Title II, Part A (Supporting Effective Instruction)	Title II, Part A (Supporting Effective Instruction)
Title III (Language Instruction for English Learners and Immigrant Students)	Title III (Language Instruction for English Learners and Immigrant Students)
Title IV, Part A (Student Support and Academic Enrichment)	Title IV, Part A (Student Support and Academic Enrichment)
Parental Involvement Activities	Title IV, Part B (21st-Century Community Learning Centers)

* REAP funds must be used to supplement, and not supplant, any other Federal, State, or local education funds.



EXAMPLES OF ALLOWABLE ACTIVITIES FOR GRANTS

REFERENCE	RLIS	SRSA	EXAMPLE
Title I, Part A (Improving Basic Programs Operated by LEAs)	✓	✓	High-quality preschool or full-day kindergarten to facilitate the transition from early learning to elementary education programs
Title II, Part A (Supporting Effective Instruction)	✓	✓	Teacher professional development courses to enable an LEA to offer pre-calculus or organic chemistry classes
Title III (Language Instruction for English Learners and Immigrant Students)	✓	✓	Providing training to English learners and their families
Title IV, Part A (Student Support and Academic Enrichment)	✓	✓	Purchase of computers, monitors, related hardware/software, smartboards, laptops, etc. for in-classroom use
Title IV, Part B (21st-Century Community Learning Centers)		✓	Offering assistance to students that have been truant, suspended, or expelled to improve their academic achievement
Parental Involvement Activities	✓		Creation of a parental review committee to provide input on the LEA's curriculum development



Innovation at REAP

ALTERNATIVE FUND USE AUTHORITY VS TRANSFERABILITY

- Who can exercise AFUA?
 - Transferability?
- Reporting requirements: Notify the SEA by the deadline established by the SEA

ED RESOURCES & AUTHORITIES

AFUA & Transferability

- “ESSA Flexibilities,” available at <https://www2.ed.gov/policy/elsec/leg/essa/essa-flexibilities-document-for-publication.pdf>

Alternative RLIS Formula

- ESEA section 5221(b)(1)(C): An SEA may award grants to LEAs “according to an alternative formula, if, prior to awarding the grants, the SEA demonstrates, to the satisfaction of the Secretary, that the alternative formula enables the SEA to allot the grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentrations that would be served if the SEA used the [ADA-based formula].”



REAP & THE SEA: ALTERNATIVE FUNDING FORMULA DEVELOPMENT

Daniel Weeks

Maine Department of Education, Title V Coordinator & Title I
Data Specialist



INNOVATIVE USES OF REAP FUNDS

WE PUT THE FUN IN FUNDS!

AFUA

- Only available to SRSA-eligible LEAs
- Using Title II-A & Title IV-A funding to support:
 - After School Programming in Reading / Mathematics / STEM
 - Title I, Part A Schoolwide Programming
 - Title I, Part A Math & Literacy Interventionists
- Why use AFUA over Transferability?
 - AFUA is easier to implement from a finance perspective because LEAs do not have to actually transfer funds
 - AFUA allows private schools access to the original equitable service “amounts”
 - Under AFUA, funds may be spent on any activity allowed under the relevant programs and are not subject to the rules and requirements of those programs
 - Under AFUA, an LEA may spend its Title II-A or IV-A funds on activities authorized under the relevant programs even if it does not receive funds under those programs



TRANSFERRING FUNDS TO TITLE V

Using Title II-A & IV-A funds to support:

- 1:1 Devices (laptops, tablets...) for flipped classrooms
- Instructional Coaches
- Homeless/Foster Care Transportation
- Provide training on implementing Proficiency Based Education
- Middle/High School Summer Programming
- Social/Emotional Learning Professional Development
- Online Program licenses

TRANSFERRING FUNDS TO TITLE V

Using Title II-A & IV-A funds to support:

- Title I Part A Schoolwide Programming
- Title I Part A Math & Literacy Interventionists
- Providing intervention services at non-Title I schools
- STEM Programming
- Network infrastructure
- Professional Development on Trauma Informed Instruction

Why use Transferability over AFUA?

- Much easier for the ESEA Coordinator
- All LEAs (both SRSA- and RLIS-eligible LEAs) have the authority to use transferability (only SRSA-eligible LEAs may exercise AFUA)



MOVING TO AN ALTERNATIVE ALLOCATION FORMULA

- Maine identified that a large portion of RLIS funding was going to larger school districts with relatively low poverty rates (<30%).
- In conjunction with Maine's ESSA Plan, we wanted to ensure that the RLIS funds were serving as many low-income students as it could across the State in the most meaningful and purposeful way.
- The REAP program was meant to be supplemental to the other Titles and when looking at the schools receiving the least amount of Title V funds, we noticed they were also receiving the least amount of other Title funds as well.
- So Maine decided to create a new formula that went back to the purpose of the grant, rural and low-income schools.

MAINE'S ALTERNATIVE FORMULA:

RLIS allocation formula is based on poverty percentage (70%) and ADA numbers (30%) which distributed funds more equitably across low-income districts.

For example, under the original formula:

District A: 22% Poverty and **2500** students

District B: 65% Poverty and **350** students

State Allocation: **\$100,000**

Total ADA Points: **2500** + **350** = **2850** points

\$100,000 ÷ **2850** = **~\$35.0877** per student

District A: **2500** * **\$35.0877** = **~\$87,719.25**

District B: **350** * **\$35.0877** = **~\$12,280.75**



MAINE'S ALTERNATIVE FORMULA:

RLIS allocation formula is based on poverty percentage (70%) and ADA numbers (30%) which distributed funds more equitably across low-income districts.

For example, under Maine's NEW Formula:

District A: 22% Poverty and **2500** students

District B: 65% Poverty and **350** students

State Allocation: \$100,000

Bucket: ADA (30%) = **\$30,000**

Total ADA Points: **2500** + **350** = **2850** points

\$30,000 ÷ **2850** = **~\$10.5263** per student



MAINE'S ALTERNATIVE FORMULA:

RLIS allocation formula is based on poverty percentage (70%) and ADA numbers (30%) which distributed funds more equitably across low-income districts.

For example, under Maine's NEW formula:

District A: **22%** Poverty and **2500** students

District B: **65%** Poverty and **350** students

~\$804.5977 per poverty point

~\$10.5263 per student

District A: (**22*804.5977**) + (**2500*10.5263**) = ~\$44,016.90

District B: (**65*804.5977**) + (**350*10.5263**) = ~\$55,983.10



SEA COMMUNICATION

- The Title V coordinator is responsible for the RLIS grant.
- However, the SRSA LEAs (and students in those LEAs) are still part of **YOUR** state and need **YOUR** support.
- ED does a lot of outreach to eligible LEAs to make sure they are aware of the opportunity to apply for SRSA funding, but SEAs can help too. If an LEA is not aware of SRSA and the steps to apply for funding, a two-minute phone call from an SEA could make the difference in an LEA receiving SRSA funds.
- While the Title V coordinator can provide guidance on which grant to apply for, it is ultimately up to the LEA.





Updates from the Office of Communications and Outreach (OCO)



THE RURAL REPORT

- Required by Section 5005 of ESSA
- Seven recommendations “to meaningfully increase the participation of rural schools and rural LEAs in the development and execution of the processes, procedures, policies, and regulations of the Department.”
 1. Create a formal intra-agency rural workgroup within the Department.
 2. Continue and expand rural listening sessions.
 3. Explore ways to simplify the grant application process.
 4. Provide appropriate training to rural schools and LEAs.
 5. Explore options for working with other Federal agencies and commissions.
 6. Develop a comprehensive communication plan.
 7. Enhance rural education data available from the Department.

Access the report at

<https://www2.ed.gov/about/inits/ed/rural/rural-education-report.pdf>

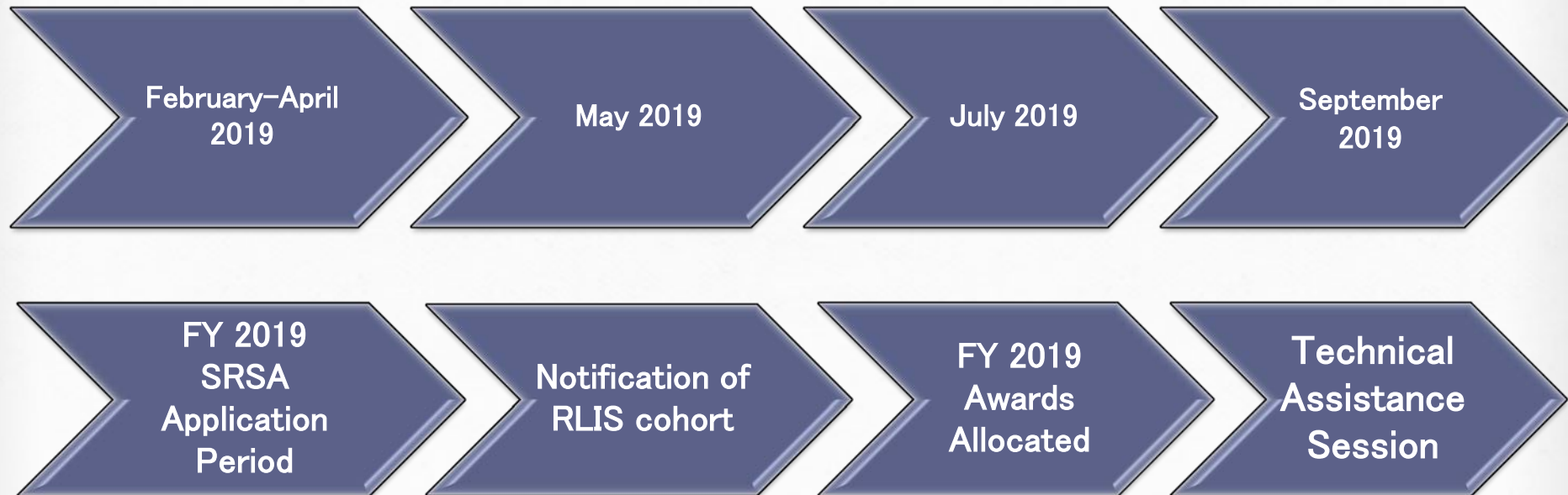


OTHER OCO UPDATES

- Updated Rural Education Resource Center webpage
 - Link: <https://www.ed.gov/rural-education>
 - Links to page listing application packages that are currently open
 - Links to program pages for programs with rural priorities, as they become available
 - Other news, resources, and grant information relevant to rural schools
- To sign up for rural education email updates, email: rural@ed.gov

LOOKING AHEAD

WHAT'S NEXT AT REAP



REAP: ORGANIZATIONAL STRUCTURE

Dr. David Cantrell

Director, School Support & Rural Programs

Ms. Faatimah Muhammad

Group Leader, Rural Education Achievement Program

Program Officers:

Ms. Corrinne Callins:	Idaho, Illinois, Ohio, Pennsylvania, South Dakota, Vermont, West Virginia
Mr. Robert Hitchcock:	Michigan, Mississippi, New Jersey, New Mexico, North Carolina, Wisconsin, Wyoming
Ms. Bonny Long:	Alaska, Arizona, Maine, Maryland, New Hampshire, Rhode Island, Utah
Ms. Jean Marchowsky:	Arkansas, Delaware, Florida, Georgia, Minnesota, Missouri
Ms. Patricia Randall:	Alabama California, Colorado, Iowa, Louisiana, Nevada, Virginia
Mr. Eric Schulz:	Connecticut, Kansas, Montana, New York, North Dakota, Oklahoma, Oregon, Texas
Mr. Jacob Stern:	Indiana, Kentucky, Massachusetts, Nebraska, South Carolina, Tennessee, Washington



RESOURCES

Grants.gov	SRSA application website	www.grants.gov
G5	Site where LEAs access REAP grant funds	www.g5.gov 1-888-336-8930
System for Award Management (SAM)	Required registration and annual update of DUNS number	www.sam.gov 1-866-606-8220
Max.gov	Online data collection system for REAP spreadsheets	www.max.gov
SRSA and RLIS eligibility spreadsheets		https://www2.ed.gov/programs/reapsra/eligibility.html
Appendix A: AFUA vs Transferability Comparison Table		https://www2.ed.gov/policy/elsec/leg/essa/essa-flexibilities-document-for-publication.pdf
Questions?	Contact your REAP program officer, or send an email to the REAP mailbox	REAP@ed.gov

ADDITIONAL RESOURCES

- Office of State Support
 - <https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance>
- State Support Network
 - <https://statesupportnetwork.ed.gov>
- Comprehensive Center Network
 - <https://compcenternetwork.org>
- Office of Special Education Programs
 - <https://www.osepideasthatwork.org>



Questions?

