



**Kentucky Department of**

*Our Children,*

*Our Commonwealth*

**Education**



# Rural Education Achievement Program: Understanding Allowable Uses of Funds

Fall 2020

PowerPoint Adapted from the U.S. Department of Education

# Agenda

- ▶ **REAP Overview**
- ▶ **Uses of Funds**
- ▶ **U.S. Department of Education Resources**

# Rural Education Achievement Program (REAP) Title V, Part B

- REAP is designed to address the unique needs of rural districts that may lack the personnel and resources to compete effectively for federal competitive grants and often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes.
- Consists of two formula grant programs:
  - **Small, Rural School Achievement (SRSA):** Department makes grants directly to local educational agencies (LEAs)
  - **Rural and Low-Income School (RLIS):** Department makes grants to state educational agencies (SEAs); SEAs administer subgrants to LEAs

Small, Rural School  
Achievement (SRSA)

vs.

Rural and Low-Income  
School (RLIS)



# SRSA Eligibility Criteria

## (ESEA Section 5211 (b))

**1. The total number of students in average daily attendance (ADA) at all 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 on its behalf, and the LEA meets the above requirements, the LEA will be eligible to receive SRSA funds.**

# RLIS Eligibility Criteria (ESEA Section 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.**

# REAP Locale Codes

#	Type	Definition
11	<b>Large City</b>	Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
12	<b>Midsize City</b>	Territory inside an urbanized area and inside a principal city with population of less than 250,000 and greater than or equal to 100,000.
13	<b>Small City</b>	Territory inside an urbanized area and inside a principal city with population of less than 100,000.
21	<b>Large Suburb</b>	Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
22	<b>Midsize Suburb</b>	Territory outside a principal city and inside an urbanized area with population of less than 250,000 and greater than or equal to 100,000.
23	<b>Small Suburb</b>	Territory outside a principal city and inside an urbanized area with population of less than 100,000.
31	<b>Fringe Town</b>	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
32	<b>Distant Town</b>	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
33	<b>Remote Town</b>	Territory inside an urban cluster that is more than 35 miles from an urbanized area.
41	<b>Fringe Rural</b>	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
42	<b>Distant Rural</b>	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
43	<b>Remote Rural</b>	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.



# Dual-Eligible LEAs

## (ESEA Section 5225)

- ▶ An LEA eligible for both SRSA and RLIS is referred to as “dual-eligible.”
- ▶ A dual-eligible LEA must choose either the SRSA or RLIS grant.
- ▶ A dual-eligible LEA indicates it chooses the SRSA grant by applying for SRSA during the application period.
- ▶ All dual-eligible LEAs may exercise the AFUA, regardless of which grant they choose.

# Uses of Funds

## Allowable Activities for REAP Grants

RLIS	SRSA
ESEA section 5222(a)	ESEA section 5212(a)
<b>Title I, Part A</b> (Improving Basic Programs Operated by LEAs)	<b>Title I, Part A</b> (Improving Basic Programs Operated by LEAs)
<b>Title II, Part A</b> (Supporting Effective Instruction)	<b>Title II, Part A</b> (Supporting Effective Instruction)
<b>Title III</b> (Language Instruction for English Learners and Immigrant Students)	<b>Title III</b> (Language Instruction for English Learners and Immigrant Students)
<b>Title IV, Part A</b> (Student Support and Academic Enrichment)	<b>Title IV, Part A</b> (Student Support and Academic Enrichment)
<b>Parental Involvement Activities</b>	<b>Title IV, Part B</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

REFERENCE	RLIS	SRSA	EXAMPLE
<b>Title I, Part A</b> (Improving Basic Programs Operated by LEAs)	✓	✓	High-quality preschool or full-day kindergarten to facilitate the transition from early learning to elementary education programs.
<b>Title II, Part A</b> (Supporting Effective Instruction)	✓	✓	High quality professional development to train teachers, principals, and other school leaders about topics such as technology in the classroom, student data privacy, parent and family engagement, academic readiness skills, school policy decision-making, and experiential learning through observation.
<b>Title III</b> (Language Instruction for English Learners and Immigrant Students)	✓	✓	Supplemental professional development for teachers of ELs.
<b>Title IV, Part A</b> (Student Support and Academic Enrichment Grants)	✓	✓	Digital resources for students in rural, remote and underserved areas.
<b>Title IV, Part B</b> (21st-Century Community Learning Centers)		✓	Academic enrichment learning programs, mentoring programs, and remedial education activities, and tutoring services that are aligned with the challenging academic standards and any local academic standards and local curricula that are designed to improve student academic achievement.
<b>Parental Involvement Activities</b>	✓		Creation of a parental advisory committee to provide input on various education topics.

# How REAP Funds Are Spent

- ▶ REAP districts most frequently used their funds to improve or expand access to technology and to provide educator professional development.
- ▶ More than half of REAP district coordinators reported targeting the use of REAP funds to improve the educational outcomes of subgroups of students.

\* From the Study of Experiences and Needs of Rural Education Achievement Program Grantees (<https://www2.ed.gov/rschstat/eval/rural/reap-report.pdf>)

# Title I, Part A

## Improving Basic Programs Operated by LEAs

### Example Activities

- ▶ High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.
- ▶ Recruitment and retention of effective teachers, particularly in high-need subjects.
- ▶ Instructional coaches to provide high-quality, school-based professional development.
- ▶ Evidence-based strategies to accelerate the acquisition of content knowledge for English learners.
- ▶ Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g. Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs).
- ▶ School climate interventions (e.g. anti-bullying strategies and positive behavior interventions and supports).
- ▶ Equipment, materials and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students and drive decision-making.

✓ Both SRSA and RLIS funds can support

# Title II, Part A Uses

## Supporting Effective Instruction

### Example Activities:

- ▶ High-quality professional development to train teachers, principals and other school leaders about topics such as technology in the classroom, parent and family engagement, academic readiness skills and school policy decision-making.
- ▶ Professional development for school leaders to integrate academic content, career and technical education, and work-based learning in order to prepare students for postsecondary education and the workforce.
- ▶ Trainings for teachers, principals and other school leaders on how to accurately differentiate teacher performance and constructively utilize evaluation results.
- ▶ Programs to support teaching children with disabilities and English learners.
- ▶ Providing trainings, technical assistance and capacity-building to teachers, principals and other school leaders on assessment systems.

✓ Both SRSA and RLIS can support

For the full list of uses, please see Title II of the ESEA, available at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-ii-part-a/#TITLE-II-PART-A>.

# Title III

## (Language Instruction for English Learners and Immigrant Students)

### Example Activities

- ▶ Increasing the English language proficiency of English learners by supplementing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement.
- ▶ Providing supplemental professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators and other school or community-based organizational personnel that is designed to improve the instruction and assessment of English learners (continued on the next slide).



**Both SRSA and RLIS can support**



# Title III (Cont.)

- ▶ The professional development should be designed to enhance the ability of such teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners; effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

✓ **Both SRSA and RLIS can support**



# **Title IV, Part A Uses**

## **Student Support and Academic Enrichment**

### **Relevant Allowable Use of Funds:**

- ▶ **Effective Use of Technology (ESEA Section 4109)**
- ▶ **Providing students in rural, remote and underserved areas with digital resources**
- ▶ **Building technological capacity and infrastructure in schools**
- ▶ **Carrying out blended learning projects**
- ▶ **Delivery of rigorous academic courses using technology, including digital learning technologies and assistive technology**
- ▶ **Supporting high-quality professional development for educators, school leaders and administrators on the use of technology and in areas of STEM**

# Resources

➤ **[SRSA and RLIS Webpages](#)**

Includes access to eligibility spreadsheets, monitoring reports and other resources

➤ **[REAP State Coordinators](#)**

Full contact information of all state coordinators:

➤ **[U.S. Department of Education COVID-19 Homepage](#)**

Includes COVID-19 updates, resources for remote learning and more.



# Resources

➤ **[U.S. Department of Education Funding for Technology Homepage](#)**

Links to CARES Act for Remote Learning, Elementary and Secondary School Emergency Relief Fund; Discretionary Grant Funding Opportunities, Funds for Connectivity (i.e. broadband infrastructure), etc.

➤ **[Education Stabilization Fund Homepage](#)**

An emergency fund for states and schools to prevent, prepare for and respond to COVID-19. Includes Discretionary Grants, Governor's Emergency Education Relief Fund, Elementary and Secondary School Emergency Relief Fund and the CARES Act Project SERV.