

# Small Rural Schools Achievement Program

## Title VI, Part B, Subpart 1

The Small Rural Schools Achievement (SRSA) Program is designed to assist small rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. This technical assistance document is intended to provide an overview and should be used in conjunction with the U.S. Education Department (USED) policy guidance that may be found on the USED Web site.

<http://www2.ed.gov/programs/reaprlisp/legislation.html>

To be eligible to participate in the SRSA Program, a district must:

1. Have a total average daily attendance (ADA) of less than 600 students, or serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; and
2. Serve only schools that have a school locale code of 7 or 8 as assigned by the USED's National Center for Education Statistics

SRSA has two components:

### **1. REAP-Flex – The Alternative Uses of Funds Authority**

The SRSA Alternative Uses of Funds Authority, which is referred to as REAP-Flex, provides eligible districts with greater flexibility in using the formula grant funds that they receive under applicable federal programs. The applicable programs include:

□ Title II, Part A, Subpart 2

A district with REAP-Flex authority may use all or part of its applicable funding for activities authorized under one or more of the following federal programs;

- Title I, Part A;
- Title II, Part A;
- Title III

REAP-Flex does not involve a transfer of funds from one program to another. Rather, REAPFlex gives a district broader authority in spending applicable funding for alternative uses under selected federal programs. When a district transfers funds from one program to another under the transferability authority, the transferred funds increase the allocation of the receiving program and are subject to all of the rules and requirements of the receiving program. Because REAPFlex covers the same programs as transferability and provides districts with greater flexibility, a district that is eligible for REAP-Flex would not need to exercise transferability authority. Districts receiving SRSA will be required to provide KDE with REAP-Flex information in the spring of 2017.

## **2. SRSA Grant Program**

A district that is eligible to participate in REAP-Flex is also eligible for a grant under the SRSA Grant Program. The USED award SRSA funds directly to eligible districts on a formula basis. Under the statutory formula, an eligible district that received \$60,000 in applicable funding the previous fiscal year will not receive an SRSA Grant allocation. However, even if it does not receive an SRSA Grant award, that district could still exercise REAP-Flex Authority.

A district may use the funds that it receives under the SRSA Grant Program to carry out activities authorized under the following provisions:

- Title I, Part A;
- Title II, Part A;
- Title III;

The SRSA funds must be used to supplement, and not supplant, any other federal, state, or local education funds. The equitable participation requirements in Part E of Title IX of ESEA do not apply to funds allocated under the SRSA Grant Program.

## **Programs for SRSA Funds**

The following are descriptions of programs for which SRSA Program funds from the USED may be used. The Kentucky Department of Education contact information follows each program description.

### **Title I, Part A – Improving the Academic Achievement of Disadvantaged Children**

Districts will first use funds to address needs in identified Focus or Priority School(s) or at the district level if the district has been identified as a Focus or Priority District. Districts may use SRSA funds for the following purposes:

- Parent involvement;
- Professional Development;
- School extension programs (i.e., before school, after school summer school and intersession); and/or
- Preschools programs

Contact Christina Benassi, Ashlie Cox, Vicki Fosbender, Jason Howard, Helen Jones, Sean Murphy, Natasha Napier, Brandon Quick, Heather Rhorer, Monica Shack, Amber Skaggs, or Donna Tackett for more specific details about Title I, Part A – (502)564-3791.

## **Title II, Part A – Teacher and Principal Training and Recruiting Fund**

Districts must conduct a needs assessment to determine the activities needed to give teachers the subject matter knowledge and teaching skills and to give principals the instructional leadership skills to help students meet state and local academic achievement standards.

Contact Jennifer Baker for more specific details about Title II, Part A – 502-564-1479.

## **Title III – Language Instruction for Limited English Proficient and Immigrant Students**

Districts may use RLIS funds for the following purposes:

- To develop and implement new language instructional programs and academic content instruction programs;
- To carry out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs;
- To implement schoolwide or district wide programs restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction.

Title III must be used to:

- Increase the English language proficiency of students by providing high-quality language instruction programs based on scientifically based research;
- Provide high-quality professional development to classroom teachers, principals, administrators and other school or community-based organizations consistent with Kentucky's Professional Development Standards, requirements under NCLB and Section 3115(c).

Additional activities for Title III may include:

- Upgrading program objectives and effective instruction;
- Improving the instruction programs by identifying, acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures;
- Providing tutorials and academic or vocational education and intensified instruction;
- Developing and implementing elementary school or secondary school language instruction educational programs coordinated with other programs;
- Improving the English language proficiency and academic achievement of the children; and
- Providing community programs, family literacy services, and parent outreach and training activities.

Contact Gary Martin for more specific details about Title III – (502) 564-4970.