

## Title V-B, Rural Education Achievement Program: Description

December 2017

This guidance is specific to Title V, Part B under the federal *Elementary and Secondary Education Act* (ESEA) of 1965. Periodically, Congress makes amendments to ESEA. ESEA was most recently amended by the *Every Student Succeeds Act* (ESSA) in December 2015. Before ESSA, the *No Child Left Behind* (NCLB) Act was the amended version of ESEA.

### What is Title V-B?

Title V-B, known as Rural Education Achievement Program (REAP) consists of two grants. These grants are designed to help rural districts that 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. The two grants are:

1. Small, Rural School Achievement Program (SRSA), and
2. Rural and Low-Income School Program (RLIS)

### Choosing between the two grants

Details about the two grant programs are below. In general, for the SRSA grant, eligible school districts apply directly to the US Department of Education (USED). On the other hand, the Ohio Department of Education awards the RLIS grants to eligible school districts. In many cases, a school district may be eligible for both grants but funding is only permitted for one grant. Any district that is eligible for both programs and does not complete an SRSA application at [www.grants.gov](http://www.grants.gov) within the allotted time will be included in the RLIS program.

## 1. Small, Rural School Achievement Program - Section 5211

The Small, Rural School Achievement Program (SRSA) authorizes the United States Department of Education (USED) Secretary to award formula grants directly to eligible local educational agencies (LEAs) to carry out activities authorized under one or more of the following federal programs:

1. [Title I, Part A](#) (Improving Basic Programs Operated by Local Education Agencies)  
*Example from the USED: A school district develops an entrepreneurial education program to supplement its civics curriculum*
2. [Title II, Part A](#) (Supporting Effective Instruction)  
*Example from the USED: A school district pays the stipend for a prospective teacher to work alongside an effective teacher, who is the teacher of record, for a full academic year*
3. [Title III](#) (Language Instruction for English Learners and Immigrant Students)  
*Example from the USED: A school district offers an afterschool enrichment program for English learners*
4. [Title IV, Part A](#) (Student Support and Academic Enrichment)  
*Example from the USED: A school district purchases a bully prevention program for all schools*
5. [Title IV, Part B](#) (21<sup>st</sup> Century Community Learning Centers)

*Example from the USED: A school district purchases instruments to supplement schools' band and orchestra programs*

### **What are the eligibility requirements for a district to be eligible for the SRSA program?**

A district may be eligible if they meet the following criteria:

1. The district's average daily attendance (ADA) is fewer than 600 students or each county in which a school served by the district is located has a population density of fewer than 10 people per square mile.
2. The individual schools served by the district have a locale code of 41, 42, or 43 as determined by the Secretary.
3. The district's location is in an area defined as rural by the state educational agency (SEA) or any other governmental agency. *Districts seeking to use an alternative definition for rural by any other governmental agency must be agreed to by the SEA for purposes of eligibility.*

### **How much funding will an eligible LEA receive?**

The USED Secretary will determine an eligible LEA's grant amount pursuant to the formula in section 5212(b). For each eligible LEA, the Secretary calculates an initial allocation that is equal to \$20,000, plus \$100 for each child in average daily attendance above 50, with no initial allocation exceeding \$60,000. An LEA's final allocation is equal to the initial allocation minus the total amount of funding that the LEA received during the preceding fiscal year for Title II-A Supporting Effective Instruction and Title IV-A Student Support and Academic Enrichment. The USED Secretary will ratably reduce LEA awards if insufficient funds are available to pay the full amounts LEAs are eligible to receive. Allocation details are found [here](#).

### **Is there a hold harmless provision if a district was eligible for a SRSA grant prior to reauthorization of ESEA?**

If a district was eligible prior to the reauthorization of ESEA and lost eligibility due to a change in their locale code, then the district would be held harmless for three years. For the fiscal year (FY) 2017-18 they will receive 75% of the funding the district received in FY 15-16. For FY 18-19, they will receive 50% of their funding from FY 15-16. In FY 19-20, the district will receive 25% of the funding from FY 15-16.

*\*If a district applies for and is held harmless for the SRSA program (but is also eligible for the Rural and Low-Income School Program (RLIS) and the RLIS award would be more than the SRSA allocation), the district will not receive an SRSA grant from the USED and will automatically be added to the state's RLIS funding list.*

### **What steps must an LEA take to receive the SRSA grant award?**

Districts apply directly to the USED for an SRSA grant. When the application period for the grant opens, a district applies for the grant annually on [www.grants.gov](http://www.grants.gov). The USED will begin posting information about the FY 2018 SRSA application (for school year 2018-19) in December 2017.

There are a few steps a district must take to apply for an SRSA Grant.

**Step 1:** Obtain a Data Universal Numbering System (DUNS) number, if your LEA does not already have one. LEAs can obtain a DUNS number for free through the [Dun & Bradstreet](#)

[Website](#). After submitting a request, you should receive a DUNS number within 1-2 business days.

**Step 2:** If your district has a DUNS number, verify that the number is active in the [System for Award Management \(SAM\)](#).

- An LEA must be registered in SAM and have a DUNS number that is active in SAM prior to accessing the SRSA application in Grants.gov. No application will be accepted in Grants.gov without an active, registered DUNS number.
- If your LEA's DUNS number is nearing the end of its "active" status, be sure to reactivate the DUNS in SAM at least 7-10 business days prior to the expiration date to allow time for the validation process.
- Registering your DUNS number with SAM is absolutely free. You do not need to pay a third-party vendor to register your DUNS number with SAM.

***For additional information, or to verify that your district's DUNS number is active and registered in SAM, please contact the SAM Federal Service Desk toll-free at (866) 606-8220, (8:00 a.m. to 8:00 p.m. Eastern Time)***

**Step 3:** Complete the SRSA application on [www.grants.gov](http://www.grants.gov) during the annual application period. To complete the application, you will need to register in [www.grants.gov](http://www.grants.gov) as an "Organization Applicant." Grants.gov offers [tutorials online](#) to explain how to register and how to utilize its "Workspaces" functionality.

Once USED and the Ohio Department of Education have completed the SRSA eligibility spreadsheet for REAP districts, the eligibility spreadsheet will be posted on the webpage at USED and ODE. Typically, the eligibility spread sheet is posted in December or January. Districts need to review the spreadsheet and determine if the information on the spreadsheet is correct. If the district suspects that an error exists, they must contact the REAP state coordinator at ODE (contact information is at the end of this document).

## **2. Rural and Low-Income School Program (RLIS) – Sections 5221 through Section 5225**

The Rural and Low-Income School Program is intended to address the needs of rural, low-income schools. In this program, the USED Secretary awards formula grants to state educational agencies, which in turn award sub grants to eligible LEAs, either on a competitive basis or according to a formula based on ADA.

### **How much funding will be allotted to each state educational agency?**

A state educational agency allotment will be determined based on the number of students in average daily attendance served by eligible LEAs in the state compared to the number of students served by eligible LEAs in all states.

### **Which LEAs are eligible to participate in the Rural and Low-Income School Program?**

An LEA is eligible to receive a grant under this program if:

- Twenty percent or more of the children ages 5 through 17 served by the LEA are from families with incomes below the poverty line;

- All the schools served by the LEA have a school locale code of 32, 33, 41, 42, or 43 (locale codes of schools are listed on the website of the USED National Center for Educational Statistics at <http://www.nces.ed.gov>); or
- The LEA is defined as rural by the SEA or another state governmental agency. ODE uses Ohio school district's typology as Ohio's alternative definition for rural. Click the link for more information about the [Typology of Ohio School Districts](#).

*Districts seeking to use an alternative definition of rural by another governmental agency must be agreed to by the SEA for purposes of eligibility.*

### **How does the Ohio Department of Education award funds to eligible LEAs?**

RLIS funds may be awarded by a SEA to eligible LEA's on a competitive basis or according to a formula based on the ADA of the LEA. For the FY 17-18 school year, ODE has determined to award funds using the formula funded option. ADA is based on the number of students in average daily attendance served by the eligible LEA reported by December of the prior year. For example, ADA for the FY 17-18 funding formula was populated from the FY 16-17 school year or December 2016.

### **What purposes may the grant funds be used for?**

Funds under this program may be used for the following purposes:

1. [Title I, Part A](#) (Improving Basic Programs Operated by Local Education Agencies)  
*Example from the USED: A school district develops an entrepreneurial education program to supplement its civics curriculum*
2. [Title II, Part A](#) (Supporting Effective Instruction)  
*Example from the USED: A school district pays the stipend for a prospective teacher to work alongside an effective teacher, who is the teacher of record, for a full academic year*
3. [Title III](#) (Language Instruction for English Learners and Immigrant Students)  
*Example from the USED: A school district offers an afterschool enrichment program for English learners*
4. [Title IV, Part A](#) (Student Support and Academic Enrichment)  
*Example from the USED: A school district purchases a bully prevention program for all schools*
5. Parent involvement activities

### **Which requirements apply to SEAs and LEAs participating in the RLIS Program?**

Each application submitted under this grant should include information on the program objectives and outcomes as well as how the LEA will use the RLIS funds to help all students meet the challenging State academic standards. Districts eligible for the RLIS funds must complete a needs assessment and demonstrate how the district plans to use RLIS funds and leverage other resources to meet their goals and strategies. Budget details are available in the [CCIP](#).

### **What information will the LEA and SEA be required to provide to the USED for the SEA annual report?**

Each LEA that receives funds under this part will provide information through their application process on how the LEA will use the funds provided and the objectives and outcomes for this program including how the district plans to use these funds to help all students served under this subpart meet the State's challenging academic standards. The SEA will provide information to the USED on the

academic progress of the students and student sub-groups served by the LEA from state assessment results. In addition, the SEA reports to USED how the funds were used by the LEAs in the state to meet the objectives and outcomes in the state’s plan and to help students meet the state’s challenging academic standards.

**General Provisions**

**Supplement, Not Supplant (Section 5232 [20 U.S.C. 7355a])**

Funds provided for SRSA and RLIS grants must be used to supplement, and not supplant, any other Federal, State, or local education funds. For the REAP program the three general presumptions for determining if supplanting occurred are:

1. Was the item/activity paid for in the past using other federal, state, or LEA funds?
2. Is the item/activity required by federal, state, or local law.
3. Is the district providing the item/activity for eligible student that it provides to other children with other federal, state or local funds?

**What are the National Center for Educational Statistics (NCES) Local Codes?**

32 - Town, Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
33 - Town, Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area.
41 - Rural, Fringe	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 - Rural, Distant	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 - Rural, Remote	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.

Locale codes are determined by the district’s building address’s proximity to an urbanized area. This is a change from how previous locale codes were determined. This system is known as an urban-centric locale code system. This system allows for more precision in describing an area. The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Each type has three subcategories. For city and suburb, these are gradations of size – large, midsize, and small. Towns and rural areas are further distinguished by their distance from an urbanized area. They can be characterized as fringe, distant, or remote.

A district’s locale code is determined by which locale code are the schools with the majority of the students attending (above 50%). If no single locale code is attended by 50% or more of the students,

then the locale code becomes the territory category with 50% or more of the students and the smallest or most remote subcategory of the category.

**Which typology code is used for Ohio’s alternative definition to determine if a district is rural?**

1- Rural	Rural – High Student Poverty and Small Student Population
2- Rural	Rural – Average Student Poverty and Very Small Student Population

The Ohio Department of Education classifies public school districts by typology for stratification of data used for research and comparisons of similar districts on Ohio’s Local Report Card. A district’s typology is based on a statistical analysis of shared demographic and geographic characteristics of a district. There are four major categories in the typology: Rural, Small Town, Urban, and Suburban. Each category has two classifications for a total of 8 classifications. A link to ODE’s typology for Ohio’s School Districts is provided below.

To find your district’s typology, click [here](#).

**Contacts for Rural Education Initiative and NCES Locale Codes:**

Rural Education Achievement Program State Contact: Diane A. Neal [diane.neal@education.ohio.gov](mailto:diane.neal@education.ohio.gov)

CCD Coordinator, ODE Data Analyst: Gary Waugh [gary.waugh@education.ohio.gov](mailto:gary.waugh@education.ohio.gov)

Ohio Educational Directory System: Matt Danzuso [matt.danzuso@education.ohio.gov](mailto:matt.danzuso@education.ohio.gov)