



# SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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## Title V-B Understanding Rural Education Achievement Program REAP

Small Rural School Achievement  
Rural and Low-Income Schools



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SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

# ESSA Title V-B Rural Education

It is the purpose of this part to address the unique needs of rural school districts that frequently—

- 1) Lack the personnel and resources needed to compete effectively for Federal competitive grants; and
- 2) Receive formula grant allocations in amounts too small to be effective in meeting their intended purposes

SEC. 5202. [20 U.S.C. 7341a] PURPOSE.



# Rural Education Initiatives

## Subpart 1- Small, Rural School Achievement Program (SRSA) (CFDA no. 84.358A)

- Managed by Federal Government
- Request funds through G5
- State management includes making sure funds are obligated and drawn down in a timely fashion and funds are being use appropriately



# Rural Education Initiatives

## Subpart 2- Rural and Low Income School Program (RLIS) (CFDA no. 84.358B)

- Managed by the State Education Agency
- Application is part of the CFSGA (annually)
- Request funds through GRA
- Formula funds



# Three Key Updates

- 1) Update of locale codes
- 2) Adjustment in the sliding scale
- 3) Flexibility in the program



# Update of Locale Codes

NCES has used a locale code typology since the 1980's to identify the type of area in which a district or school is located.

- Working with the Census Bureau, NCES has assigned codes that identified a school as urban, suburban, or rural based upon geographic location.
- These school codes are used by other parts of the Department for programmatic purposes, such as REAP.



# What is a locale code?

- Locale code is a classification system that assigns values ranging from large city to rural by looking at the place where an address is located.
- Locale code assignments are based on the place's population size and distance from a populous area.



# “Metro-centric” vs. “Urban-centric”

- The old locale code typology was “metro-centric” because it relied on metropolitan statistical areas.
  - Boundaries were the same as *counties*.
  - Eight categories
- The new locale code typology is “urban-centric” because it is based on urbanized areas (a heavily settled core with heavily settled surrounding areas).
  - Not necessarily the same as county boundaries.
  - Twelve categories



# Advantages of the Urban-centric System:

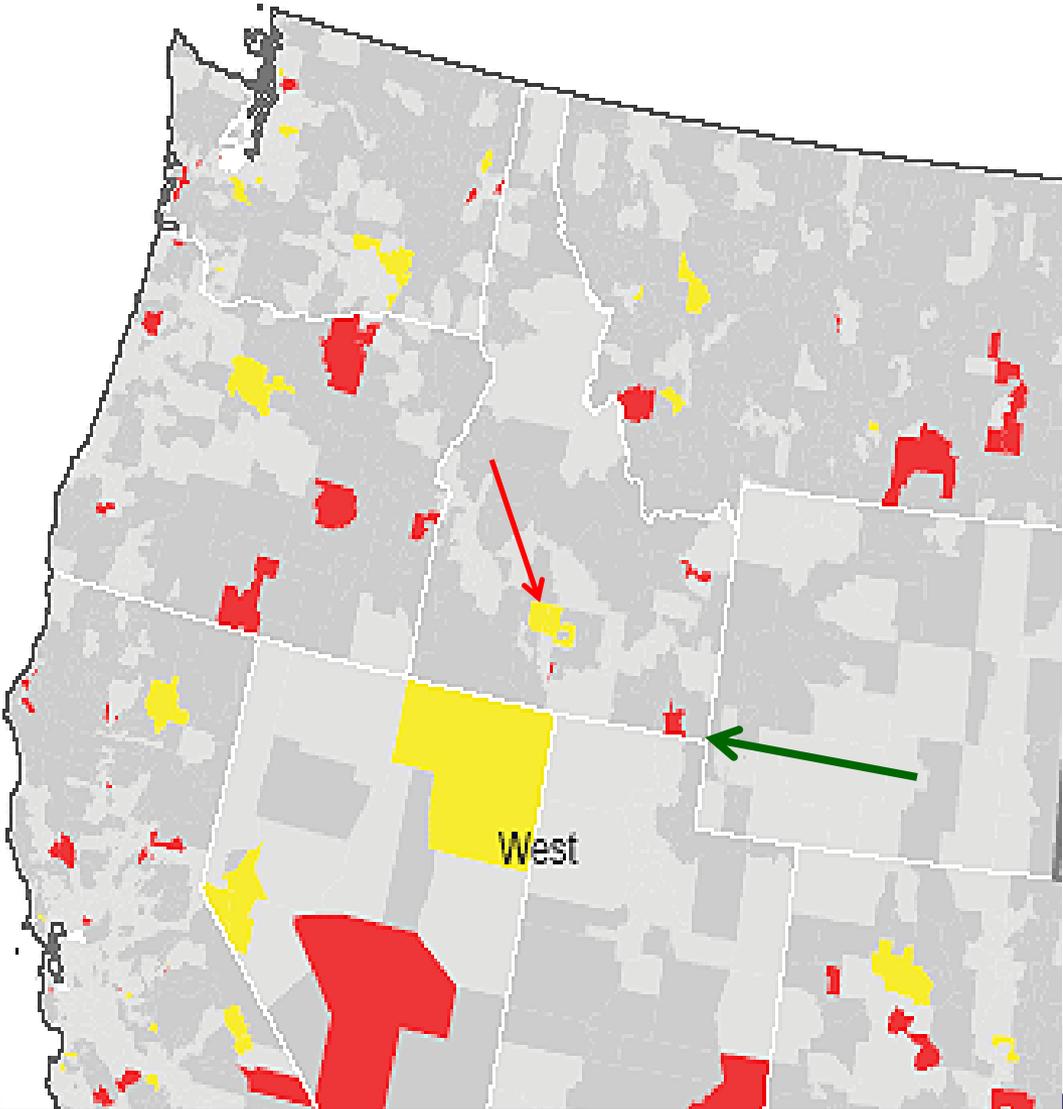
- More precise than was previous reliance on county boundaries
- Adds a “small city” designation
- Better identifies suburban areas and towns
- More detailed rural descriptions (fringe, distant, remote)



**How do these changes affect the number of rural districts, schools, and students?**



# West region: School district rural locale shift



## Locale Assignment: Old vs. New

-  Non-rural changed to Rural (3.4%, 109 districts)
-  Rural changed to Non-rural (2.4%, 76 districts)
-  Rural remained Rural (46.7%, 1,488 districts)
-  Never Rural (47.5%, 1,212 districts)



## Number and percentage of rural districts, schools, and students – West

	Rural Before	Rural After	Newly Rural	No Longer Rural	Un- changed	Net Change
<b>Districts (3,185)</b>						
<b>Number</b>	1,564	1,597	109	76	1,488	33
<b>Percentage</b>	49.1	50.1	3.4	2.4	46.7	<b>1.0</b>
<b>Schools (21,757)</b>						
<b>Number</b>	5,243	5,603	774	414	4,829	360
<b>Percentage</b>	24.1	25.8	3.6	1.9	22.2	<b>1.7</b>
<b>Students (11,636,100)</b>						
<b>Number (in thousands)</b>	832	926	196	102	730	94
<b>Percentage</b>	7.1	8.0	1.7	0.9	6.3	<b>0.8</b>



**For more information on the locale  
code typology go to the NCES web  
page --**

<http://nces.ed.gov/ccd/pdf/sl031agen.pdf>



# SRSA Grant Eligibility Criteria

## LEA must be **Small**:

- Have fewer than 600 students, or serve only schools with fewer than 10 persons per square mile

## LEA must be **Rural**:

- Only schools with a locale code of 41, 42, or 43, as determined by the Secretary



# Adjustment to sliding scale

## Determination of Initial Amount

- 1) Is equal to \$100 multiplied by the total number of students in excess of 50 students, in average daily attendance at the schools served by the local educational agency,
- 2) Plus \$20,000, except that the initial amount may not exceed \$60,000

(B) SPECIAL RULE.—For any fiscal year for which the amount made available to carry out this part is \$265,000,000 or more, subparagraph (A) shall be applied—

- (i) by substituting “\$25,000” for “\$20,000”; and
- (ii) by substituting “\$80,000” for “\$60,000”.



(4) HOLD HARMLESS.—For a local educational agency that is not eligible under this subpart due to amendments made by the Every Student Succeeds Act to section 5211(b)(1)(A)(ii) but met the eligibility requirements under section 6211(b) as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act, the agency shall receive—

(A) for fiscal year 2017, 75 percent of the amount such agency received for fiscal year 2015;

(B) for fiscal year 2018, 50 percent of the amount such agency received for fiscal year 2015; and

(C) for fiscal year 2019, 25 percent of the amount such agency received for fiscal year 2015.

(c) DISBURSEMENT.—The Secretary shall disburse the funds awarded to a local educational agency under this section for a fiscal year not later than July 1 of that fiscal year.



# Use of Funding

to carry out local activities authorized under any of the following provisions:

- (A) Part A of title I.
- (B) Part A of title II.
- (C) Title III.
- (D) Part A or B of title IV.



# What is REAP-Flex?

- REAP-Flex is the term that the U.S. Department of Education has given to the “alternative uses of funds” authority under the Small, Rural School Achievement Program (SRSA). This authority provides flexibility to eligible rural LEAs to transfer up to 100 percent of funds from certain federal programs for use in other federal programs.



## Flexibility in the program

(a) In General – If a LEA is eligible for funding under both subpart 1 and subpart 2, such LEA may receive funds under either, but may not receive funds under both subparts.

(b) Notification- A LEA eligible for funding under both shall notify the Secretary and SDE under which of such subparts the LEA intends to receive funds by a date established by the Secretary.



# Application Process

- **Who?**

All **newly** eligible LEAs;

<http://www2.ed.gov/programs/reapsrsa/eligibility.html>

- **What?**

<http://www.ed.gov/programs/reapsrsa/applicant.html>

- **Where?**

<http://www.G5.gov>

- **When?**

Deadline to Apply is **May 31**



# Rural and Low Income School Program

## Subpart 2- Rural and Low Income School Program (RLIS)

- The Secretary awards formula grants to State educational agencies (SEAs), which in turn award subgrants to eligible LEAs either competitively or on a formula basis.
- Currently Idaho awards on a formula basis.



# RLIS Eligibility Criteria

- LEA has 20% or more of the children ages 5 through 17 years served by the local educational agency are from families with incomes below the poverty line;
- All of the schools served by the LEA are designated with a locale code of 32, 33, 41, 42, or 43 as determined by the Secretary;



# Use of Funds Sec. 5222. [20. U.S.C. 7351a]

Grant funds awarded to local educational agencies under this subpart shall be used for any of the following:

- (1) Activities authorized under part A of title I.
- (2) Activities authorized under part A of title II.
- (3) Activities authorized under title III.
- (4) Activities authorized under part A of title IV.
- (5) Parental involvement activities.



## **APPLICATIONS SEC. 5223. [20 U.S.C. 7351b]**

- 1) Program objectives and outcomes for activities under this subpart,
- 2) Budget- how LEA and schools used funds provided under this subpart; and
- 3) Evaluation - the degree to which progress has been made toward meeting the objectives and outcomes described in the application



# Title V-B CFSGA Reporting Timeline

- **Application (for 2016-2017 funding)**
  - Due July 1, 2016
  - Update final allocation in October - November
- **Evaluation (for 2016-2017)**
  - Due June 30, 2017



## Frequently asked questions cont..

**Must an LEA use RLIS funds only to supplement, and not supplant, other Federal, State, and local education funds?**

- Yes. Both Subpart 1 and Subpart 2 grant funds must be used only to supplement, and not supplant, other education funds.

**In using RLIS funds, does an LEA have to provide for the equitable participation of private school students and teachers?**

- No. The equitable participation requirements in Part E of Title IX of the ESEA do not apply to funds allocated under the RLIS grant program. (*Sec 5302. [20 U.S.C. 7372]*)



## Frequently asked questions cont..

### May charter schools participate in the RLIS program?

- A charter school's eligibility to participate in the RLIS program depends upon whether the charter school is an LEA or a school within an LEA. If a charter school is an LEA, it is eligible to receive an allocation under the RLIS program so long as it meets the LEA eligibility criteria. A charter school that is not an LEA may participate in the program through its LEA, provided the LEA meets the RLIS eligibility criteria.



# RLIS State Plan

- **SDE** shall submit a description of how they will provide technical assistance to eligible LEAs to help such agencies implement the activities described in section 5222. Sec.5223.[20U.S.C.7351b]

## Sec 5222 Use of Funds

- Activities authorized under part I-A
- Activities authorized under part II-A
- Activities authorized under part Title-III
- Activities authorized under Part IV-A
- Parental involvement activities



# RLIS Plan Continued

Program objectives and outcomes for activities under this subpart, including how the SDE will use funds to help all students meet the challenging State academic standards; SEC. 5223. [20 U.S.C. 7351b(a)(1)]

## **SDE will**

Develop statewide guidance and goals on how funds can be used to help all students meet the challenging state academic standards: based on data and grantee needs.



# RLIS Plan Continued

Description of how the State educational agency will provide technical assistance to eligible local educational agencies to help such agencies implement the activities described in section 5222. SEC. 5223. [20 U.S.C. 7351b(a)(3)]

## **SDE will**

Develop statewide a method and annual timeline for providing technical assistance to eligible LEAs



# Next Steps for Title VI-B REAP

1. Meet with your district's ISEE person and make sure that he or she has the instructions for processing an ISEE upload, and work with them on your "First Period" ADA (from start of school to first Friday in November) as it is part of your formula for allocation
2. CFSGA update budget in October.

Questions or Assistance?

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