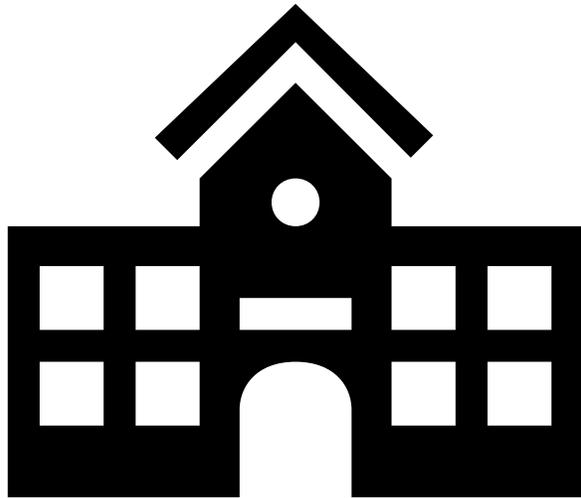


The Rural Education Achievement Program Team (REAP) welcomes you to the

FY 2021 Small, Rural School Achievement (SRSA) 101

September 28, 2021

2-3pm EST

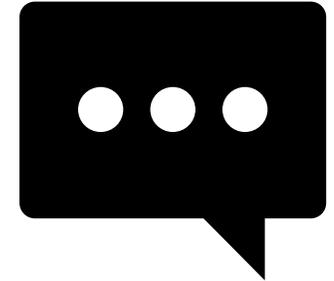


We will begin shortly



Webinar Procedures

- Today's webinar is at capacity, so there is **limited time for Q&A**
- Webinar will be **recorded** and will be posted to REAP Resources on the REAP webpage with the **presentation slides**
- If you are having technical difficulties and cannot use the chat, call the phone number in the **registration confirmation email**



Introducing the REAP Team



Leslie Poynter
Group Leader

Eric Schulz
Program Officer

Grace Kwon
Program Officer

Alice Kinney
Program Officer

Staci Cummins
Program Officer

Robert Hitchcock
Program Officer



The Small, Rural School Achievement (SRSA) Program

- Congratulations! You have successfully applied for and received a FY 2021 SRSA grant award.
- Now that you have applied for and received an SRSA award, we hope today's presentation will help you to understand **how to make use of the award** and where you can go to **find out more information about the program**.
- **We will host another webinar** closer to the opening of the FY 2022 SRSA application season, so today's webinar is not intended to focus on the details of next year's SRSA application.



Agenda

The purpose of this presentation is to introduce you to the SRSA program. We will highlight five areas:

- 1. Program Basics**
- 2. Using SRSA funds** and flexibilities
3. What you need to know **right now** about your FY21 SRSA funds
4. What to look out for in the **future**
- 5. Resources** and how to use them



Program Basics:

- Informational Document
- Eligibility
- Performance Period
- REAP Timeline



What is the Informational Document?



Informational Document on the
Rural Education Achievement Program (REAP)

Comprehensive resource on the SRSA and RLIS programs, including **every step** of the SRSA grant process

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What's Inside the Informational Document?

Use it to...

- understand REAP statutory requirements
- answer FAQs
- differentiate between RLIS and SRSA
- learn about the application process
- learn how funds may be spent
- and more!



Key Features

Statutory Citations
ESEA Sections 5211 and 5231

Statute and Regulation references

REAP website at <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/rural-education-achievement-program/small-rural-school-achievement-program/>. The Notice of Application Deadline published in the *Federal Register* (at

Hyperlinks

Part III-A: Frequently Asked Questions

FAQs

Statute and Regulations:

Elementary and Secondary Education Act (ESEA): statute that governs REAP

Code of Federal Regulations (C.F.R.): grant administration, financial management, and monitoring requirements

Education Department General Administrative Regulations (EDGAR): Department-specific requirements that apply to SRSA and RLIS



Appendix A:

Considerations for LEAs Eligible for Both REAP Programs

TOPIC	RLIS	SRSA
Award disbursement	The SEA ⁵ disburses RLIS funds to LEAs.	The Department disburses SRSA funds to LEAs.
Technical assistance (TA)	The SEA provides TA to RLIS grantees.	The Department provides TA to SRSA grantees.
Applying for the grant	An LEA applies for RLIS funds according to its SEA's process.	An LEA applies for SRSA funds according to the Department's application procedures.
Type of funding (competitive vs. formula)	An SEA may award RLIS funds competitively or according to a funding formula (either based on ADA or an alternative formula that meets certain requirements and is approved by the Secretary).	The Department awards SRSA funds according to a funding formula based on ADA.
Obligation period	27-months (e.g., for FY 2019 awards, the obligation period is July 1, 2019 through September 30, 2021; please note that while each SEA will receive its funds on July 1, the SEA may not make subgrants to eligible LEAs until a later date).	27-months (e.g., for FY 2019 awards, the obligation period is July 1, 2019 through September 30, 2021). ⁶
Impact of other Federal funds on grant award amount	If an SEA uses an alternative formula or competition that takes into consideration grants awarded under other Federal programs, then those awards may impact the amount of an LEA's RLIS grant award; if the SEA uses the ADA-based statutory formula to make awards, then grants awarded under	An LEA's grant award is reduced by the amount of Title II, Part A and Title IV, Part A funds the LEA received for the preceding fiscal year. The reduction could result in the funding formula yielding a \$0 allocation for the LEA, in which

⁵ This chart is intended for dual-eligible LEAs in States that participate in the RLIS program. For dual-eligible LEAs in a State that does not participate in the RLIS program (SQAs), the Department, instead of the SEA, will perform all responsibilities referenced as SEA responsibilities.

⁶ An SRSA grantee has 27 months to obligate its award pursuant to 34 C.F.R. § 75.261(a), under which a grantee may extend the performance period of an award one time for a period of up to 12 months without prior approval of the Secretary, provided that the grantee meets the requirements for extension in 2 C.F.R. § 200.308(d)(2).

Eligibility

A. SRSA Eligibility

Statutory Citations

ESEA Sections 5211 and 5231

An LEA is eligible for the SRSA program if it meets the statutory criteria of being both small and rural (see ESEA section 5211(b)).

1. To be considered small, an LEA must have a total average daily attendance (ADA) of fewer than 600 students *or* exclusively serve schools that are located in counties with a population density of fewer than 10 persons per square mile.
2. To be considered rural, all schools within the LEA must have a school locale code of 41, 42, or 43 (assigned by the Department's National Center for Education Statistics (NCES)) *or* be located in an area of the State defined as rural by a governmental agency of the State (see questions [II-14](#) and [II-15](#) below).

*Find in Section II. A.
SRSA Eligibility*



Performance Period Extensions

Fiscal Year (FY) – the Federal FY (e.g., FY 2021 = School Year 21-22)

Grant Cycle:	Performance Period Start Date:	Performance Period End Date:	Deadline for Liquidation:
FY 2018 SRSA	July 1, 2018	September 30, 2021	January 30, 2022
FY 2019 SRSA	July 1, 2019	September 30, 2021	January 30, 2022
FY 2020 SRSA	July 1, 2020	September 30, 2022	January 30, 2023
FY 2021 SRSA	July 1, 2021	September 30, 2023	January 30, 2024

- Please share any LEA contact updates with the REAP team at REAP@ed.gov
- **If you are a FY 18 and/or 19 grantee**, check G5 and make sure to obligate funds
- Some grantees with large available FY 18 and/or 19 balances received an email from REAP@ed.gov reminding them to take action on these funds

Obligate – binding commitment to spend (e.g., makes a binding written commitment)

Liquidate – fully draw down from G5



REAP Timeline

	ELIGIBILITY DETERMINATION Oct–Dec Jan		SRSA APPLICATION Feb–April	FINAL COHORTS May–June	AWARD ALLOCATIONS July–Aug
LEA	Confirm that DUNS is active in SAM.gov. Update if necessary to ensure DUNS does not expire during upcoming application period	Views MES on REAP website and verifies eligibility data, update Primary and Secondary contact information If needed, liquidate any SRSA funds prior to the January 30 deadline	Primary contact of SRSA-eligible LEAs receives application link via email. Email will include LEA’s estimated allocation. Change Primary and Secondary contact information in the application as needed. Dual-eligible LEAs choose either SRSA or RLIS program	Updated MES posted to REAP website so LEAs can confirm participation in either SRSA or RLIS (e.g., confirm receipt of their SRSA application) Report any Primary and Secondary contact changes to REAP@ed.gov	Receives notification of SRSA award via email If needed, obligate any SRSA funds prior to the September 30 deadline

*Master Eligibility Spreadsheet



How to Use SRSA Funds

- Requirements
- Flexibilities



Reminders on using SRSA funds

- Examples are **illustrative, NOT exhaustive**
- More information in **FAQ** sections of the Informational Document and **REAP Uses of Funds Guide**

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Supplement, Not Supplant (SNS)

- **All SRSA funds** must be used to supplement, and not supplant, Federal, State, or other local education funds.
- **In general, an LEA should determine** if its activity meets the SNS requirement
- **The Informational Document** includes three situations when it will be presumed that supplanting has occurred.

*Find in Section III. C.
Uses of SRSA Funds FAQs*

III-C-2 What should an LEA consider when trying to determine whether a proposed SRSA activity is supplemental?

In general, when considering whether a proposed SRSA activity is supplemental, an LEA should determine whether it would have funded this activity with other Federal, State, or local funds if no SRSA funds were available. If the result of this determination is that no other Federal, State, or local funds are available to fund the proposed activity, then the LEA may be able to use SRSA funds for those activities, provided they are an allowable use of SRSA funds.

There are three situations when it will be presumed that supplanting has occurred:

- if the activity is one that would ordinarily be covered with other Federal, State, or local (for example, in most cases, standard textbook purchases would ordinarily be covered with State or local funds);
- if the LEA previously funded the activity with other Federal, State, or local funds; or
- if the activity is State-mandated or required by Federal law (e.g., provision of certain services to English learners required by Federal civil rights laws).

If a proposed activity falls into one of these categories, it does not mean that the proposed activity is, in fact, supplanting; rather, in these situations, it would be the LEA's obligation to demonstrate that the proposed activity is supplemental. For example, if an LEA can demonstrate that no other Federal, State, or local funds are available to support an activity that normally would be supported with other Federal, State, or local funds, the LEA may be able to demonstrate that using SRSA funds for the activity is supplemental.

Uses of SRSA Funds

PROGRAM	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)	✓	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.
Title III (Language Instruction for English Learners and Immigrant Students)	✓	Tutorials and academic or career and technical education and intensified instruction for English learners, which may include materials in a language that the student can understand, interpreters, and translators.
Title IV, Part A (Student Support and Academic Enrichment)	✓	Digital resources for students in rural, <u>remote</u> and underserved areas.
Title IV, Part 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.

*Find in Section III. C.
Uses of SRSA Funds*



Uses of SRSA Funds: Technology Examples

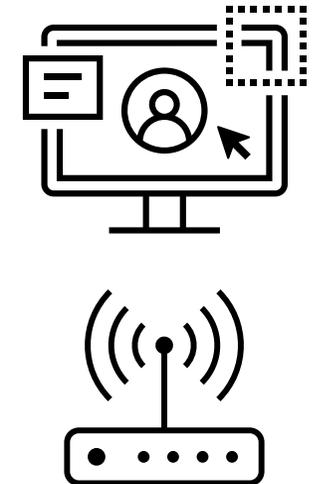
- Title I, Part A**
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making.
 - Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities).

- Title II, Part A**
- 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.
 - Promoting high quality instruction in science, technology, and mathematics subjects, including computer science.

- Title III**
- Providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community and engagement activities and may include strategies that serve to coordinate and align related programs.

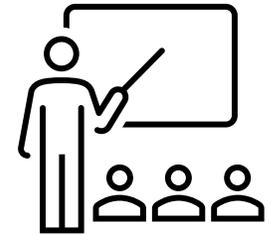
- Title IV, Part A**
- Providing students in rural, remote and underserved areas with digital resources.
 - Building technological capacity and infrastructure in schools.
 - Delivery of rigorous academic courses using technology, including digital learning technologies and assistive technology.

- Title IV, Part B**
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Innovation and Opportunity Act.



Uses of SRSA Funds: Staff Recruitment, Development, and Compensation Examples

Title I, Part A	<ul style="list-style-type: none"> Recruitment and retention of effective teachers, particularly in high-need subjects. Instructional coaches to provide high-quality, school-based professional development.
Title II, Part A	<ul style="list-style-type: none"> Implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools (e.g., early hiring, differential and incentive pay, leadership opportunities). Trainings for teachers, principals and other school leaders on how to accurately differentiate teacher performance and constructively utilize evaluation results. In-service training for school personnel (e.g., trainings on trauma-informed practices, mental health services, chronic absenteeism).
Title IV, Part A	<ul style="list-style-type: none"> School-based mental health services and partnerships programs with outside health care entities. Training for specialized instructional personnel on trauma-informed practices, bullying and harassment prevention, and suicide prevention.
Title IV, Part B	<ul style="list-style-type: none"> Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement. Expanded library service hours.



Uses of SRSA Funds: Academic Achievement, Intervention, and Enrichment Examples

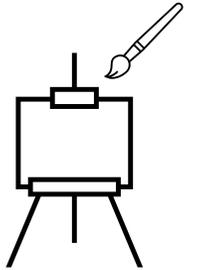
- Title I, Part A**
- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.
 - Increased learning time.

- Title II, Part A**
- Reducing class size to a level that improves student achievement
 - Promoting high quality instruction in science, technology, and mathematics subjects, including computer science.

- Title III**
- Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
 - Providing to English learners tutorials and academic or career and technical education and intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.

- Title IV, Part A**
- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs (e.g., reimbursement of exam fees).
 - Improving access to arts and music education.
 - Improving instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups.

- Title IV, Part B**
- 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



What is the Alternative Fund Use Authority (AFUA)?

AFUA allows SRSA-eligible LEAs greater flexibility in spending the funds they receive under Title II, Part A and Title IV, Part A, in order to best address the LEA's particular needs

Who can exercise AFUA?

Any LEA that is eligible for SRSA may exercise AFUA, including dual-eligible LEAs

How is AFUA used?

If an LEA receives funds under Title II, Part A or Title IV, Part A and wishes to exercise AFUA, it can use those funds for any of the SRSA allowable uses of funds

Reporting requirements: Notify the SEA by the deadline established by the SEA

*Find in Section III. F.
Alternative Fund Use Authority and
Appendix C*

F. Alternative Fund Use Authority

Statutory Citation:
ESEA Section 5211

An LEA eligible for the SRSA program not only benefits from SRSA grant program funds, but also may exercise a key flexibility provision in the ESEA. Section 5211(a) of the ESEA, known as AFUA, gives an eligible LEA broad authority to spend funds the LEA receives under selected ESEA programs on activities authorized under several additional ESEA programs. The authority is specifically designed to give small, rural LEAs greater latitude to spend their Federal funds in

Title II, Part A (Supporting Effective Instruction); and
Title IV, Part A (Student Support and Academic Enrichment)

to carry out local activities authorized under one or more of the following programs (see 5211(a)):

Title I, Part A (Improving Basic Programs Operated by LEAs);
Title II, Part A (Supporting Effective Instruction);
Title III (Language Instruction for English Learners and Immigrant Students);
Title IV, Part A (Student Support and Academic Enrichment); and
Title IV, Part B (21st Century Community Learning Centers).

Title II, Part A (Supporting Effective Instruction);
Title III (Language Instruction for English Learners and Immigrant Students);
Title IV, Part A (Student Support and Academic Enrichment); and
Title IV, Part B (21st Century Community Learning Centers).

AFUA does not authorize the transfer of funds from one program to another. Rather, it gives an LEA more options for spending its Title II, Part A and Title IV, Part A formula funds.

An LEA that meets the SRSA program eligibility requirements may exercise AFUA without the approval of either its SEA or the Department. However, an eligible LEA must notify its SEA each year of its intent to exercise AFUA by the notification date established by the SEA.

AFUA is meant to provide additional flexibility. An LEA may use all or a part of its formula Title II, Part A and Title IV, Part A funds to carry out activities authorized under one or more of the five programs listed in section 5211(a). LEAs are strongly encouraged to consider how funds used under AFUA can support implementation and strengthening of their local education plans.

SRSA Key Flexibilities

- SRSA funds can be used for any allowable activities under **multiple Title programs**: Title I, Part A; Title II, Part A; Title III; Title IV, Part A; and Title IV, Part B of the ESEA.
- **AFUA** is an available flexibility for all SRSA-eligible LEAs
- REAP awards currently have a **27-month obligation period**
- SRSA fund use can be **changed at any time** during the performance period, as long as the activity is allowable under SRSA



About your FY 21 SRSA Grant

- Grant Award Notification (GAN)
- Using G5
- DUNS Numbers



Grant Award Notification (GAN)

What is the GAN?

The GAN is a written contract that details the award amount, the recipient contacts, and the conditions under which the grant is awarded.

When you apply for SRSA, you provide two contacts, a Primary and a Secondary contact. Both contacts will receive an **email notification** from G5 that the grant has been awarded.

REAP does not change the names on the GAN; if the Primary and Secondary contacts have changed since the GAN was issued, email REAP@ed.gov with the correct information. LEAs should revise the following year's SRSA application accordingly.

The **Primary and Secondary Contact** will receive the email notification that the GAN is awarded; they should download the GAN from G5 and provide copies for anyone else at the LEA as needed.

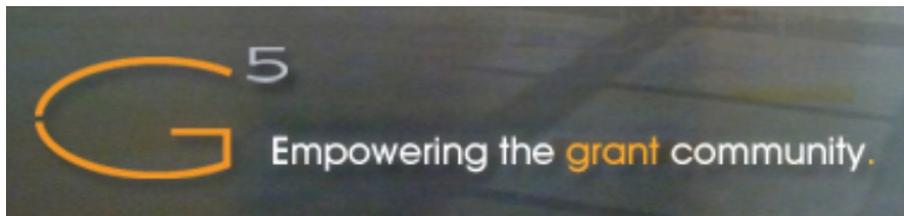
What to do when you are new/cannot see the GAN in G5?

Email REAP@ed.gov if you need a copy of the GAN.

Note that you do not need the GAN to access the award funds.



Relationship between G5, DUNS, and SAM



Your SRSA grant funds are housed in the **G5.gov** online system

DUNS Number
Ex: 123456789

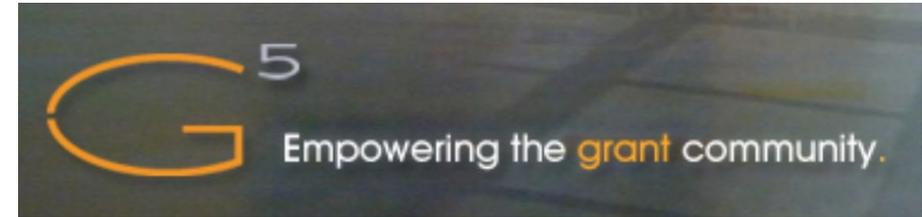
In order to access your funds in G5, you must have an active **DUNS** number connected to your LEA



To activate your DUNS number, you must update your LEA's registration in **SAM.gov** every year



Drawing Down Funds in G5



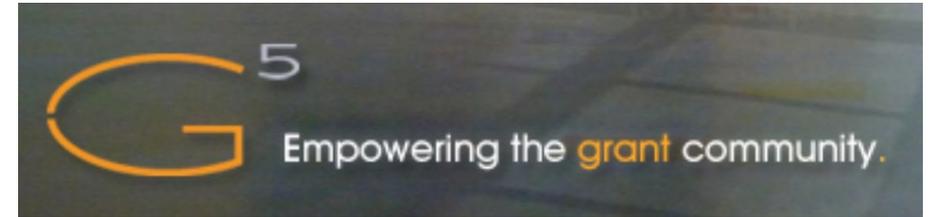
Step 1: Create a G5 account by signing up at G5.gov

Step 2: Obtain Payee Access by submitting a form to the G5 EDCAPs email address (see guide below)

- Reference guide for [step-by-step instructions](#)
- If you need help on this process, please contact G5 directly for the fastest support:
 - Phone:** (888) 336-8930
 - Email:** edcaps.user@ed.gov



Drawdown Procedures



Two options for drawing down SRSA funds:

1. Advanced payments: You may draw down SRSA funds first and make the payment after you are able to ensure that you have drawn down only the minimum amount for the payment. You must also time the draw down to be as close to the date of the payment as possible. [2 CFR 200.305\(b\)\(1\)](#). You must also be authorized to receive an electronic funds transfer in G5 before requesting funds. [2 CFR 200.305\(b\)\(2\)\(ii\)](#).

2. Reimbursements: You may make the payment with other funds and reimburse yourself with SRSA funds. [2 CFR 200.305\(b\)\(3\)](#). You must also be authorized to receive an electronic funds transfer in G5. [2 CFR 200.305\(b\)\(2\)\(ii\)](#).

- LEAs **do not need to submit any documentation** to REAP or G5 before drawing down funds
- Grantee LEAs must never make a drawdown from G5 unless there is a corresponding **obligation** (i.e., a legally-binding commitment to spend)
- **Record-Keeping:** Grantees must accurately record and keep track of the source and disposition of all SRSA grant funds for 3 years after the award ends



Updating DUNS Number



What is the DUNS Number?

The DUNS is the nine-digit identifier for entities doing business with the U.S. Government. Once issued, DUNS numbers are verified and registered in the Treasury Department's System for Award Management (SAM); the REAP program office verifies all SRSA grantee LEAs by cross-checking the DUNS with the district name and the NCES ID number.

How do I update the registration of my LEA's DUNS Number?

Go to SAM.gov. Updating your DUNS in SAM is **FREE**

Need help updating your DUNS registration?

Refer to the [DUNS/SAM Support Guide](#), which includes a helpful flowchart



Future REAP Communications

- Financial Status Reports
- SRSA Application
- Communications



LEA Financial Status Reports

EXAMPLE SCHOOL DISTRICT Financial Status Report:

NCES ID Number	School District	Award Year	PR Award Number	Total Award Amount	Remaining Funds	% remaining in G5 as of 8/11/21
123456	EXAMPLE SCHOOL DISTRICT	FY 2019	S358A19XXXX	\$45,252.00	\$15,021.37	33%

When do funds need to be obligated and liquidated?

Fiscal Year	Deadline to Obligate (binding commitment to spend)	Deadline to Liquidate (fully drawn down from G5)
FY 2019	next month: September 30, 2021	January 31, 2022



FY 2022 SRSA Application Process

Apply to the 2021 Small, Rural School Achievement (SRSA) Grant



U.S. Department of Education <no-reply.survey@max.gov>
To Cummins, Staci

Reply Reply All Forward

Wed 2/24/2021 4:51 P

Example ISD
101 Learning Ave
Booksville, MN 12345
Dual Eligible

Dear Staci Cummins,

Your local educational agency (LEA) has been identified as eligible for funding under the Rural Education Achievement Program (REAP) for the 2021-2022 school year. REAP contains two formula grant programs: the Small, Rural School Achievement (SRSA) grant and the Rural and Low-Income School (RLIS) grant. For more information on these REAP programs, visit the U.S. Department of Education's (the Department's) [website](#).

- **Example ISD is Dual eligible** - please see the Dual eligible LEA section below for further instructions
- Under the SRSA program, the Department **estimates*** that Example ISD would be eligible to receive **9,000**
- Under the RLIS program, the Department **estimates*** that Example ISD would be eligible to receive **5,000****
- **To apply for SRSA funds, click the following link to complete an SRSA program application: <https://surveys.max.gov/571795?token=eT00wkK8K&lang=en>**

SRSA-only eligible LEAs

To apply for SRSA funds, you must complete the online application using the link above by **11:59 PM Eastern Time on April 16, 2021**. The Department may consider applications submitted after April 16, 2021 to the extent possible.



GovDelivery and Email Communications

- REAP emails come from REAP@ed.gov **AND** ed.gov@public.govdelivery.com
- Update GovDelivery subscriptions at [Subscriber Preferences Page](#)
- Once signed in, select the **General SGPS Newsletter** to receive GovDelivery emails
- Select the **Education Almanac** for general rural education news
- Contact subscriberhelp.govdelivery.com if you have any problems



Elementary & Secondary Education

Insular Areas 

SCFP 

Education Almanac 

STEM Newsletter

General SGPS Newsletter 

OIE IAP for SGPS Newsletter 

Nonpublic Education

EIR Program Outreach 

Resources

- REAP Cheat Sheet
- Back-to-School Week
- Contact Information



REAP Quick Links

REAP PROGRAMMATIC INFORMATION

Learn more about the [Rural and Low-Income School grant \(RLIS\)](#) and the [Small, Rural School Achievement grant \(SRSA\)](#)

For general REAP information and a high-level overview of the program, see the [REAP FAQ Webpage](#)

For a detailed review of REAP statute and award processes, see the [REAP Informational Document](#)

For FAQs on DUNS numbers and the SAM.gov process, see the [DUNS Support Webpage](#)

To contact the SAM Federal Service Desk, call 1-866-606-8220 or visit [FSD.gov](#) to start a live chat

To contact the G5 Help Desk, call 202-401-6238 and press option 1 or email edcapsuser@ed.gov

DUNS, SAM, AND G5 SUPPORT

REAP USES OF FUNDS

To determine allowable uses of REAP funds, view the [REAP Uses of Funds Guide](#) and [Title V, Part B of the ESEA](#)

To view recorded webinars on allowable uses of REAP funds, AFUA, and more, see the [REAP Resources Webpage](#)



Patrick Carr	Leslie Poynter
Director Rural, Insular, and Native Achievement Programs	Group Leader Rural Education Achievement Program

<u>Robert Hitchcock</u>	<u>Alice Kinney</u>	<u>Grace Kwon</u>	<u>Staci Cummins</u>	<u>Eric Schulz</u>
Arkansas	Alabama	Delaware	Arizona	Alaska
Connecticut	Kentucky	Florida	California	Illinois
Minnesota	Michigan	Idaho	Colorado	Indiana
North Carolina	New Jersey	Maine	Georgia	Kansas
Ohio	New Mexico	Nebraska	Iowa	Louisiana
Rhode Island	South Dakota	New York	Missouri	Maryland
South Carolina	Utah	Oregon	Montana	Massachusetts
West Virginia	Vermont	Pennsylvania	New Hampshire	Mississippi
Wisconsin	Virginia	Tennessee	North Dakota	Nevada
Wyoming	Washington	Texas	Oklahoma	

REAP Contacts

Questions?
 email at REAP@ed.gov
 visit the REAP [website](http://reap.ed.gov)



Poll:
**What topic(s)
would you like
to learn more
about?**

Select as many topics as you need. If you have additional ideas, type them into the chat



Thank you!

- Webinar will be recorded and posted to [REAP Resources](#) page in coming weeks
- For new questions, email REAP@ed.gov
- Future webinars will be announced via [GovDelivery](#)

