

FY 2022 Small, Rural School Achievement (SRSA) 101 Webinar

**United States Department of Education
Rural Education Achievement Program (REAP) Team**

August 23, 2022

2:30 pm Eastern Time

Welcome! We will begin shortly.



Introducing the REAP Team



Leslie Poynter
Group Leader

Staci Cummins
Program Officer

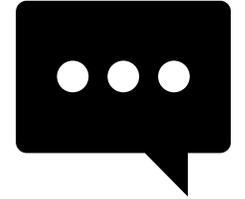
Alice Kinney
Program Officer

Eric Schulz
Program Officer

Robert Hitchcock
Program Officer



Webinar Procedures



- Please **submit questions through the webinar chat**; we will address as many as we can, or follow up as needed
- 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 Webex Support at 888-793-6118



The Small, Rural School Achievement (SRSA) Program



- Congratulations! You have successfully applied for and received a FY 2022 SRSA grant award
- We hope today's presentation will help you understand **how to make the best use of your SRSA grant** and where you can go to **find out more information about the program**
- **We will host another application webinar** closer to the opening of the FY 2023 SRSA application season, during which we'll 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. SRSA program basics
2. Using SRSA funds and flexibilities
3. What you need to know right now about accessing your FY22 SRSA funds
4. What to look out for in the future
5. Resources and how to use them



Program Basics:

- SRSA Eligibility
- SRSA Grant Award Notification
- Performance Period
- REAP Grantmaking Timeline



SRSA Eligibility

To be eligible for an SRSA formula grant, a local educational agency (LEA) must be both **small** and **rural**. *See ESEA section 5211(b).*

An LEA is considered to be "small" for purposes of SRSA if:

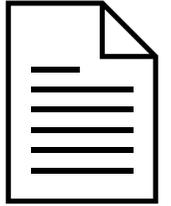
- a) the LEA's Average Daily Attendance is fewer than 600 students,
- or
- b) is located in a county with a population density of less than 10 persons per square mile

An LEA is considered to be "rural" for purposes of SRSA if:

- a) all schools within the LEA have an NCES locale code of 41, 42, or 43,
- or
- b) the LEA is designated as "rural" by a governmental agency of the State



Grant Award Notification (GAN)



What is the GAN?

The GAN is the official notification from the Department that details the award amount, the recipient contacts, and the conditions under which the grant is awarded.

The two contacts listed on the SRSA application will receive an email notification from G5 that the grant has been awarded.

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.

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

Note that you do not need to be listed on the GAN to access the award funds

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



Grant Award Notification, part 2



What can you find on the SRSA GAN?

- Award amount (block 7)
- PR Award Number (block 2)
- 15-month award period (block 6) and terms and conditions of the grant award (block 10), which describes an additional 12-month period of obligation for a 27-month total performance period
- Directions for accessing funds in G5
- Directions for registering your LEA's UEI in SAM.gov
- Policies for management of grant funds and reporting requirements



SRSA Performance Period

The Federal fiscal year (FY) corresponds with the first part of the **school year** in which the funds are available (e.g., FY 2021 corresponds to the 2021-22 school year)

Grant Cycle:	Performance Period Start Date:	Performance Period End Date:	Deadline for Liquidation:
FY 2020	July 1, 2020	September 30, 2022	January 30, 2023
FY 2021	July 1, 2021	September 30, 2023	January 30, 2024
FY 2022	July 1, 2022	September 30, 2024	January 30, 2025

- **If you have an FY 2020 grant**, check G5 and make sure to obligate any remaining funds by the September 30, 2022, deadline
- **Obligate** – binding commitment to spend
- **Liquidate** – draw down from G5



SRSA Grantmaking Timeline

OCTOBER-JANUARY	FEBRUARY-APRIL	MAY-JUNE	JULY-AUGUST
<p>Eligibility Determination</p> <p>NCES and SEAs provide eligibility data; REAP Team builds and posts Master Eligibility spreadsheet (MES); LEAs and SEAs view data listed on MES, inform REAP Team of any contact updates or status changes; if necessary, SRSA grantees ensure award funds are liquidated in G5 prior to January 30 liquidation deadline.</p>	<p>SRSA Application</p> <p>Eligible LEAs submit SRSA applications via MAX Survey; inform REAP Team of any changes to Primary and Secondary Contact information on the MES as needed.</p>	<p>Final Cohorts</p> <p>REAP Team finalizes LEAs to be funded under SRSA and RLIS; dual-eligible LEAs indicate their preference; updated MES posted to REAP website so LEAs can confirm their status and see final award estimates.</p>	<p>Award Allocations</p> <p>Grantee LEAs receive notice of SRSA awards via email; If necessary, SRSA grantees ensure award funds are obligated prior to September 30 obligation deadline.</p>

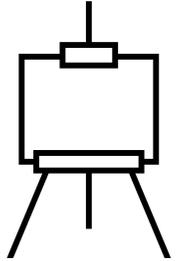
LEAs should confirm their UEI is active and registered in SAM.gov throughout the full grant cycle

How to Use SRSA Funds

- Requirements
- Flexibilities



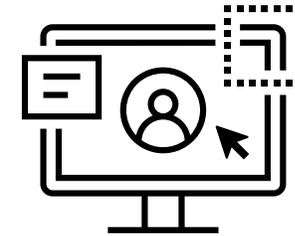
Uses of SRSA Funds



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)	Supplemental professional development for teachers of ELs.
Title IV, Part A (Student Support and Academic Enrichment Grants)	Digital resources for students in rural, remote 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.



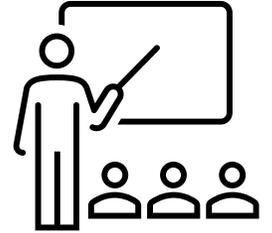
Technology-Related Uses of Funds



Title I, Part A	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.



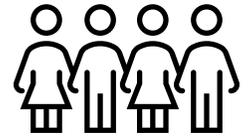
Personnel-Related Uses of Funds



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). • Training for teachers, principals, and other school leaders on how to accurately differentiate teacher performance and constructively utilize evaluation results.
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.



Mental Health-Related Uses of Funds



Title I, Part A	<ul style="list-style-type: none"> • Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills. • Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.
Title II, Part A	<ul style="list-style-type: none"> • In-service training of school personnel, this can include trainings on trauma-informed practices, mental health services, and chronic absenteeism, among other topics.
Title IV, Part A	<ul style="list-style-type: none"> • Programs that promote healthy, active, and safe lifestyles. For example, school-based mental health services and partnership programs with outside health care entities. • Bullying and suicide prevention as well as to promote supportive school climates that reduce the use of exclusionary discipline (i.e., reduce absenteeism and dropouts, promote school re-entry programs).



Mental Health-Related GEPA Statement

Our LEA will use SRSA funds for equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert teachers to struggling students, and drive decision making. We will provide counseling, school-based mental health programs, and mentoring services to improve students' non-academic skills. By increasing response-to-intervention strategies we can determine early identification of students with learning or behavioral needs to provide a tiered response based on those needs. We will develop activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy events. Lastly, we will provide support for the teacher educational program, which may include services to assist at-risk preschool children in the transition from early childhood education to elementary education.



Academic-Related Uses of Funds



Title I, Part A	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Reducing class size to a level that improves student achievement • Promoting high-quality instruction in science, technology, mathematics, and computer science.
Title III	<ul style="list-style-type: none"> • Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education. • Providing 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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



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.

What is the Alternative Fund Use Authority (AFUA)?

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

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?

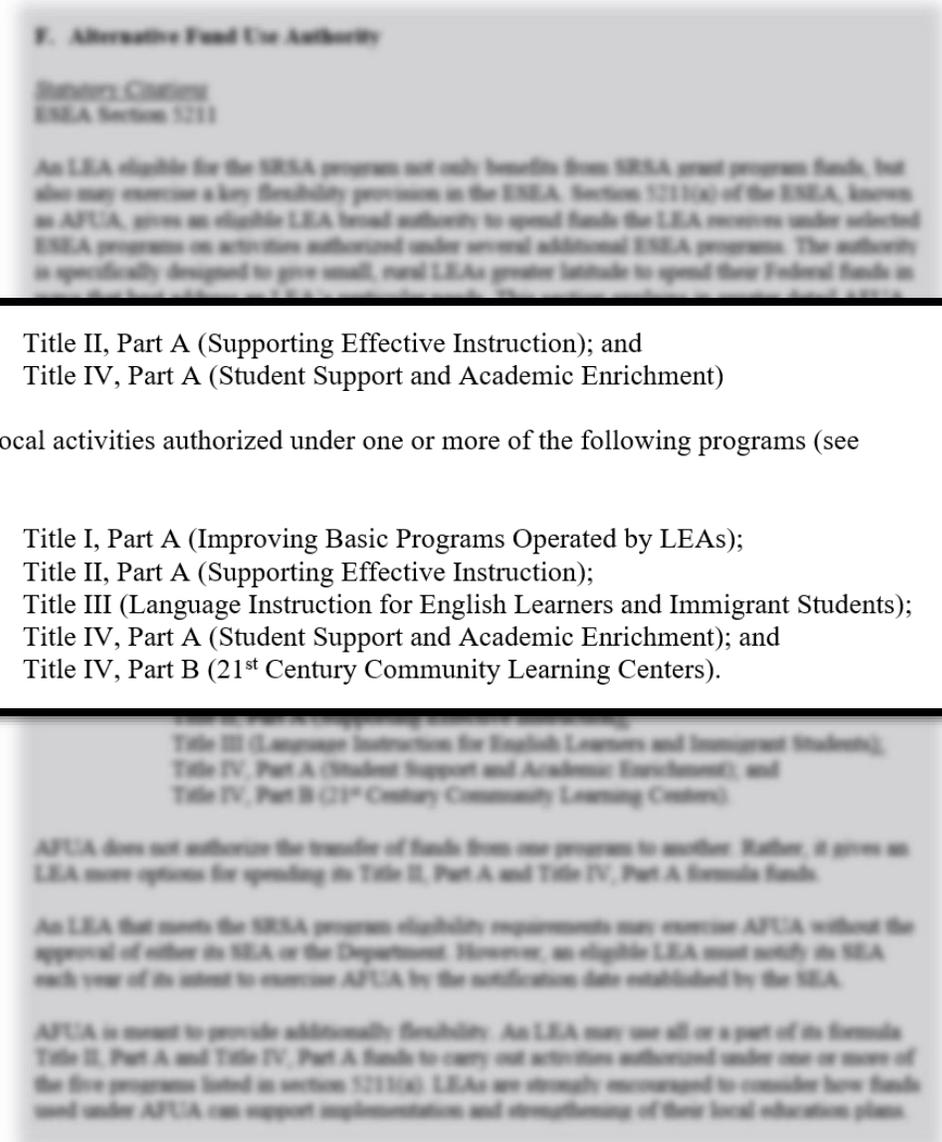
Any LEA that is eligible for SRSA may exercise AFUA, including dual-eligible LEAs

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

What are the reporting requirements?

Notify the SEA by the deadline established by the SEA

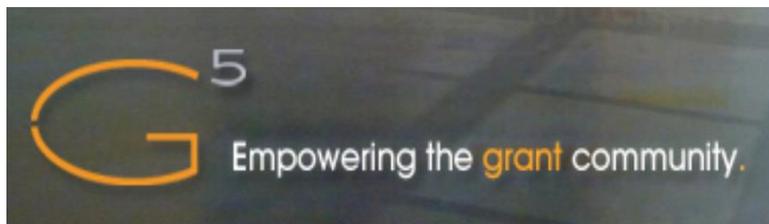


Accessing FY 2022 SRSA Grant Funds

- [G5.gov](https://www.g5.gov) and [SAM.gov](https://www.sam.gov)
- UEI Overview



Relationship Between G5, UEI, and SAM



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



UEI Number
Ex: JMP3MXXJ89

In order to access funds in G5, your LEA must have an active **UEI** registration



To maintain an active UEI registration, your LEA must renew the registration in **SAM.gov** annually



UEI Overview

What is the UEI?

The UEI is a 12-character alphanumeric ID assigned to an entity by SAM that was established in April 2022 to replace the DUNS number as the identifier for all entities doing business with the U.S. Government. Once issued, UEIs are verified and registered in SAM.gov.

What are the UEI requirements for SRSA grantees?

In order to receive SRSA funds, SRSA grantees must provide a UEI on the annual application that has an active registration in SAM.gov.

How do I know if my LEA has a UEI?

In order to complete the SRSA application, your LEA must have provided a UEI. If your LEA completed the FY 2022 SRSA application, your LEA already has a UEI.



UEI Registration

What does my LEA need to do to keep the UEI registration active?

UEIs must be registered in SAM.gov (i.e., not "ID Assigned" but "Registered") and that registration must be renewed annually. REAP recommends starting the registration process in SAM.gov early given that process changes may cause delays.

This screenshot shows the SAM.gov interface for an entity with an "ID Assigned" status. The status is highlighted in a yellow box. The entity's information includes a Unique Entity ID (redacted), Physical Address (redacted), and Assigned Date (May 2, 2020, highlighted in yellow). The country is listed as USA.

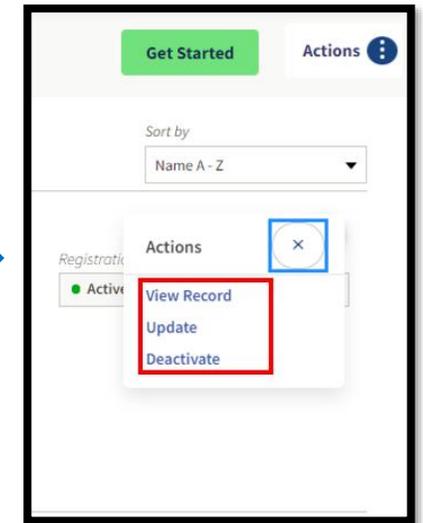
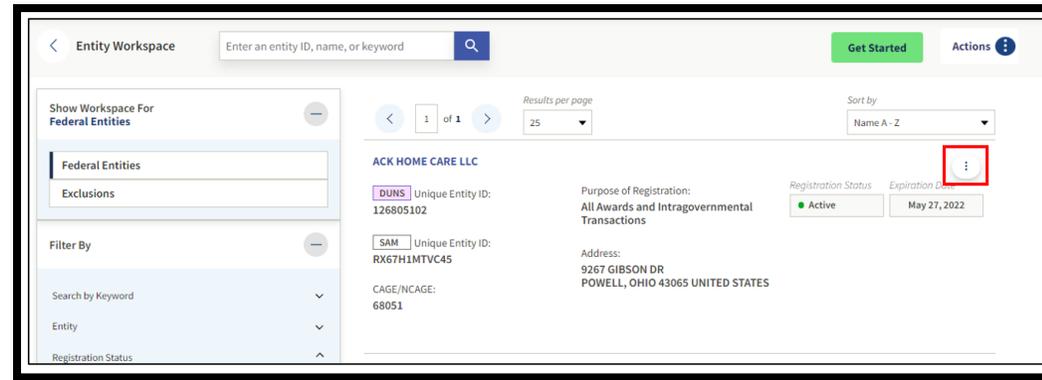
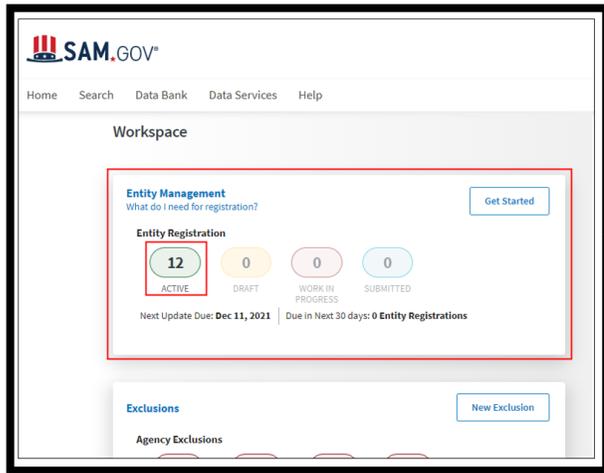
This screenshot shows the SAM.gov interface for an entity with an "Active Registration" status. The status is highlighted in a yellow box. The entity's information includes a Unique Entity ID (redacted), CAGE Code (redacted), Physical Address (TX 76518 USA), and Expiration Date (Jun 23, 2023, highlighted in yellow). The Purpose of Registration is listed as Federal Assistance Awards.

What is an entity administrator?

[The entity administrator](#) is who can register or manage the registration for an entity. This role is assigned to the first person who registers an entity. If your LEA is already registered and [you need this role](#), request it from someone in your organization who already has the role or request by submitting a notarized letter. Do not use the role request feature in your [Workspace](#).

This screenshot shows the header of the SAM.gov website. The SAM.gov logo is on the left. On the right, there are links for Requests, Notifications, Workspace, and Sign Out. Below the header, there is a navigation menu with links for Home, Search, Data Bank, Data Services, and Help.

UEI Registration



- [How to view and manage an existing entity registration and instructions for entity registration](#)
- Entity administrators may need to go through [identity proofing](#) before managing a UEI.
- Information should match SAM's records exactly.
- Start the registration process early each year!
- UEI validation resources
 - [Entity Validation Guide](#)
 - [7 Common Reasons Entity Validation Documents Get Rejected](#)



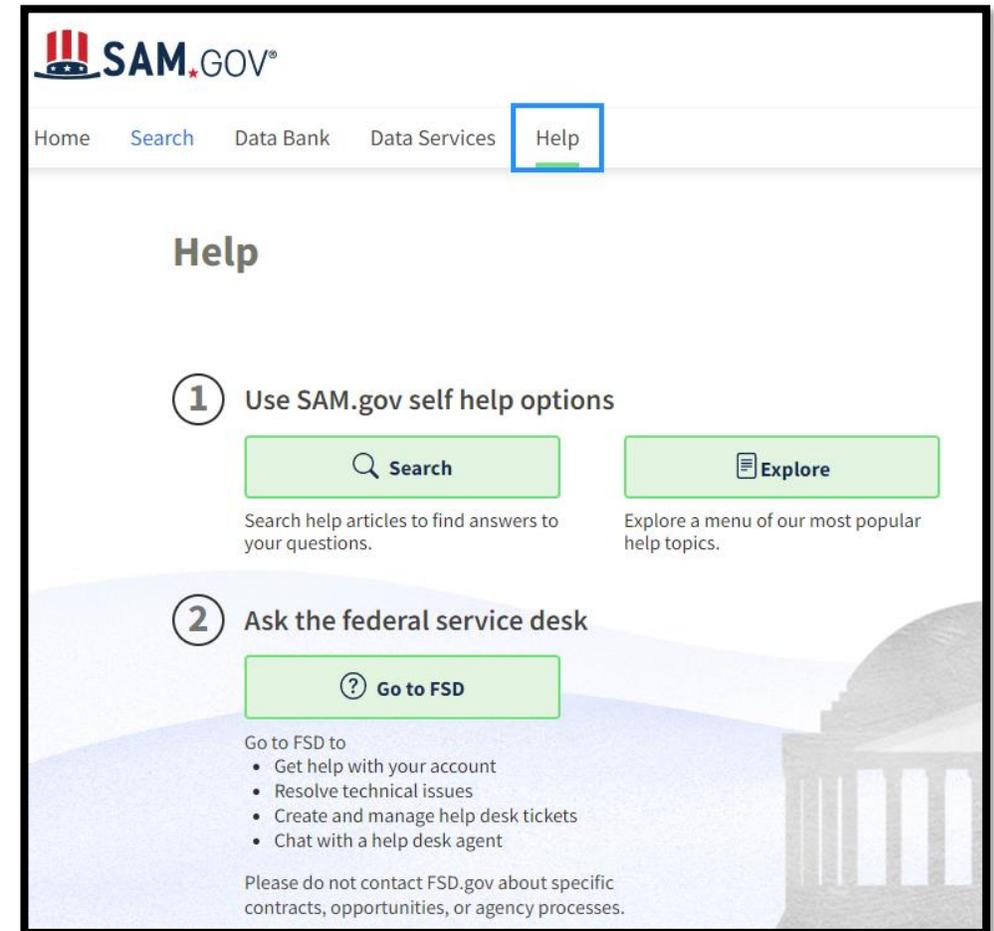
UEI Resources

Need help registering your UEI or renewing the registration?

- See [REAP's UEI and SAM Support Website](#)
- Download [REAP's FY 2022 UEI Support Guide for SRSA Grantees](#)
- See SAM.gov's [Help page](#) with articles on many topics

FSD.gov and Incident Tickets

- Use the [FSD.gov](#) website to submit an incident ticket or live chat
- [How to submit an incident on FSD.gov](#)
- [How to check the status of an active incidents in the FSD.gov portal](#)



The screenshot shows the SAM.gov website's Help page. The navigation bar includes Home, Search, Data Bank, Data Services, and Help (which is highlighted with a blue box). The main heading is "Help". Below this, there are two numbered sections:

- 1 Use SAM.gov self help options**
 - Search**: Search help articles to find answers to your questions.
 - Explore**: Explore a menu of our most popular help topics.
- 2 Ask the federal service desk**
 - Go to FSD**: Go to FSD to
 - Get help with your account
 - Resolve technical issues
 - Create and manage help desk tickets
 - Chat with a help desk agent

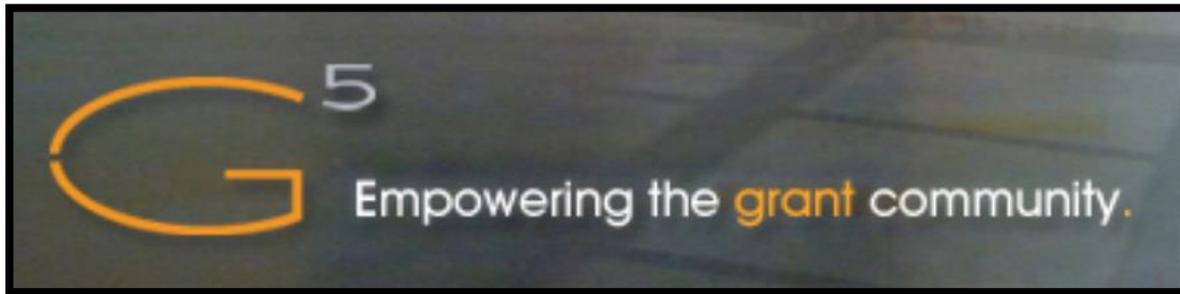
Please do not contact FSD.gov about specific contracts, opportunities, or agency processes.

Accessing Funds in G5

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

Step 2: Obtain Payee Access by submitting the Payee User Access Form to G5

- 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:** obsessed@servicenowservices.com



Drawdown Procedures

Two options for drawing down SRSA funds:

- Advanced payments: You may draw down SRSA funds and then make a payment in the amount that was drawn down from G5
 - The draw down must be as close to the date of the payment as possible ([per 2 CFR 200.305\(b\)\(1\)](#))
- Reimbursements: You may make the payment with other funds and reimburse yourself with SRSA funds ([per 2 CFR 200.305\(b\)\(3\)](#)). You must also be authorized to receive an electronic funds transfer in G5 ([per 2 CFR 200.305\(b\)\(2\)\(ii\)](#))

Reminders:

- LEAs **do not need to submit any documentation** to REAP or G5 before drawing down funds
- Every drawdown made in G5 must be supported by an **obligation** (i.e., a legally-binding commitment to spend)
- **Record-Keeping:** Grantees must accurately record source and disposition of all SRSA grant funds for 3 years after the award ends



Future REAP Communications

- Financial Status Reports



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 8/11/22
123456	EXAMPLE SCHOOL DISTRICT	FY 2020	S358A20XXXX	\$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 2020	Next month: September 30, 2022	January 31, 2023



Resources

- Informational Document
- REAP Quick Links
- Contact Information





Informational Document on the
Rural Education Achievement Program (REAP)

What is the Informational Document?

A comprehensive resource on the SRSA and RLIS grant programs, including every step of the SRSA formula grant process

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II. REAP ELIGIBILITY _____	2
A. SRSA Eligibility _____	2
B. RLIS Eligibility _____	3
C. Choice of Participation _____	3
D. Determining REAP Eligibility _____	4
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Use the REAP Informational Document 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!



Helpful Resources

REAP
PROGRAMMATIC
INFORMATION

Learn more about
SRSA, see the
[Small, Rural School
Achievement
Information
Webpage](#)

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 information on
UEIs and the
SAM.gov process,
see the [UEI and
SAM Support
Webpage](#)

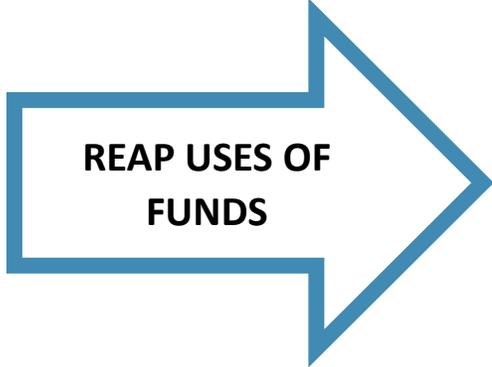
To contact the
SAM Federal
Service Desk, call
(866) 606-8220 or
visit [FSD.gov](#) to
start a live chat

To contact the G5
Help Desk, call
(888) 336-8930 and
press option 1 or
email [obsded@ser
vicenowservices.co
m](mailto:obsded@servicenowservices.com)

UEI, SAM, AND G5
SUPPORT



Helpful Resources, part 2



REAP USES OF FUNDS

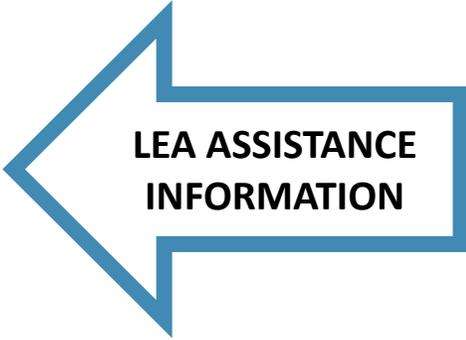
To determine allowable uses of REAP funds, view the [REAP Uses of Funds Guide](#) and [Title V, Part B of the ESEA](#)

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

To assist LEAs in understanding REAP eligibility and estimated allocations, visit the [SRSA Eligibility Webpage](#)

For a side-by-side comparison of the two grant programs, visit the [Considerations For Dual-Eligible LEAs Webpage](#)

To assist LEAs in crafting a GEPA statement for their SRSA application, direct them to the [GEPA Resources Webpage](#)



LEA ASSISTANCE INFORMATION



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General REAP Inquires

REAP@ed.gov



Audience Poll:

**What REAP
topics would you
like to learn
more about?**

- Select as many topics as you like
- Remember to select "Submit" when you have finished your poll
- If you have additional ideas, type them into the chat



Questions and Thank You!

- Webinar will be recorded and posted to the [REAP Resources](#) webpage soon
- Please inform us of any contact changes at your LEA so we can update our records
- For additional support, contact us at REAP@ed.gov

