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.
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)

<table>
<thead>
<tr>
<th>Grant Cycle:</th>
<th>Performance Period Start Date:</th>
<th>Performance Period End Date:</th>
<th>Deadline for Liquidation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2020</td>
<td>July 1, 2020</td>
<td>September 30, 2022</td>
<td>January 30, 2023</td>
</tr>
<tr>
<td>FY 2021</td>
<td>July 1, 2021</td>
<td>September 30, 2023</td>
<td>January 30, 2024</td>
</tr>
<tr>
<td>FY 2022</td>
<td>July 1, 2022</td>
<td>September 30, 2024</td>
<td>January 30, 2025</td>
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- 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

<table>
<thead>
<tr>
<th>OCTOBER-JANUARY</th>
<th>FEBRUARY-APRIL</th>
<th>MAY-JUNE</th>
<th>JULY-AUGUST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eligibility Determination</strong></td>
<td><strong>SRSA Application</strong></td>
<td><strong>Final Cohorts</strong></td>
<td><strong>Award Allocations</strong></td>
</tr>
<tr>
<td>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 <a href="#">January 30 liquidation deadline</a>.</td>
<td>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.</td>
<td>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.</td>
<td>Grantee LEAs receive notice of SRSA awards via email; If necessary, SRSA grantees ensure award funds are obligated prior to <a href="#">September 30 obligation deadline</a>.</td>
</tr>
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*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

<table>
<thead>
<tr>
<th>Title I, Part A (Improving Basic Programs Operated by LEAs)</th>
<th>High-quality preschool or full-day kindergarten to facilitate the transition from early learning to elementary education programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title II, Part A (Supporting Effective Instruction)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Title III</strong> (Language Instruction for English Learners and Immigrant Students)</td>
<td>Supplemental professional development for teachers of ELs.</td>
</tr>
<tr>
<td><strong>Title IV, Part A</strong> (Student Support and Academic Enrichment Grants)</td>
<td>Digital resources for students in rural, remote and underserved areas.</td>
</tr>
<tr>
<td><strong>Title IV, Part B</strong> (21st-Century Community Learning Centers)</td>
<td>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.</td>
</tr>
</tbody>
</table>
# Technology-Related Uses of Funds

| 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. |
# Personnel-Related Uses of Funds

| Title I, Part A | 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 | 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 | 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 | • 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. |
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<tbody>
<tr>
<td>Title II, Part A</td>
<td>• In-service training of school personnel, this can include trainings on trauma-informed practices, mental health services, and chronic absenteeism, among other topics.</td>
</tr>
</tbody>
</table>
| Title IV, Part A | • 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       | 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, mathematics, and 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 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 |
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
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.

What are the reporting requirements?
Notify the SEA by the deadline established by the SEA.

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

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).
Accessing FY 2022 SRSA Grant Funds

- G5.gov and SAM.gov
- UEI Overview
Relationship Between G5, UEI, and SAM

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

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 Number
Ex: JMP3MXXJ89
UEI Overview

What is the UEI?

The UEI is a 12-character alphanumerical 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.

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.
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
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:** obssed@servicenow.services.com
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:

<table>
<thead>
<tr>
<th>NCES ID Number</th>
<th>School District</th>
<th>Award Year</th>
<th>PR Award Number</th>
<th>Total Award Amount</th>
<th>Remaining Funds</th>
<th>% remaining in G5 as of 8/11/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456</td>
<td>EXAMPLE SCHOOL DISTRICT</td>
<td>FY 2020</td>
<td>S358A20XXXX</td>
<td>$45,252.00</td>
<td>$15,021.37</td>
<td>33%</td>
</tr>
</tbody>
</table>

When do funds need to be obligated and liquidated?

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Deadline to Obligate (binding commitment to spend)</th>
<th>Deadline to Liquidate (fully drawn down from G5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2020</td>
<td>Next month: September 30, 2022</td>
<td>January 31, 2023</td>
</tr>
</tbody>
</table>
Resources

- Informational Document
- REAP Quick Links
- Contact Information
What is the Informational Document?

A comprehensive resource on the SRSA and RLIS grant programs, including every step of the SRSA formula grant process.
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 obssed@servicenow.com**

**UEI, SAM, AND G5 SUPPORT**
Helpful Resources, part 2

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
REAP Contact Information

Leslie Poynter
Leslie.Poynter@ed.gov

Eric Schulz
Eric.Schulz@ed.gov

Robert Hitchcock
Robert.Hitchcock@ed.gov

Staci Cummins
Anastasia.Cummins@ed.gov

Alice Kinney
Alice.Kinney@ed.gov

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