Quick Guide to Using Small, Rural School Achievement (SRSA) and Rural Low-Income School (RLIS) Funds

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), authorizes two Rural Education Achievement Program (REAP) programs: SRSA & RLIS

School districts may use SRSA funds to pay for activities allowable under Title I, Part A, Title II, Part A, Title III, Title IV, Part A, and Title IV, Part B of the ESEA. RLIS funds may be used for any allowable activities under Title I, Part A, Title II, Part A, Title III, and Title IV, Part A, as well as parental involvement activities. SRSA and RLIS funds must supplement, not supplant, any other federal, state, or local education funds. Below is a list of allowable activities for each associated program. The list is not intended to be exhaustive. If your school district has additional questions related to cost allowability, please contact your state REAP Coordinator or the Department at SRG@ed.gov.

Program	Examples of Allowable Activities
Title I, Part A (Improving Basic Programs *Operated by LEAs)* *Both SRSA & RLIS funds can support*	<u>School-wide Programs (ESEA Section 1114)</u> <u>(Based on the Needs Assessment)</u> • High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs. • Recruitment and retention of effective teachers, particularly in high-need subjects. • Instructional coaches to provide high-quality, school-based professional development. • Increased learning time. • Evidence-based strategies to accelerate the acquisition of content knowledge for English learners. • Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn post-secondary credit while in high school (e.g., Advanced Placement (AP), International Baccalaureate (IB), early college high schools, and dual/concurrent enrollment programs). • CTE Programs. • RTI Programs. • Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills. • School climate interventions (anti-bullying strategies, PBIS). • 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. • Increase family and community engagement in the school (including family literacy programs). • Devices and software for students to access digital learning materials (accessible devices AND software needed by students with disabilities). • Two-generation approaches that consider the needs of vulnerable children and parents together in designing and delivering services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.

- Continued - **Title I, Part A (Improving Basic Programs *Operated by LEAs)*** *Both SRSA & RLIS funds can support*	<u>Targeted Assistance Schools</u> • Expanded learning time for students selected for Title I Services (including before and after school programs, summer programs, and opportunities to improve the academic achievement of Title I students. • A school-wide tiered model to prevent and address behavior problems and early intervening services. • Implementing strategies to increase the involvement of parents of Title I students. • Services to assist at-risk preschool children transitioning from early childhood to elementary education.
Title II, Part A (Supporting Effective Instruction*)* *Both SRSA & RLIS funds can support*	<u>Local Uses of Funds</u> • Evaluation & Support Systems (developing or improving—for teachers/admin). • Recruiting, hiring, and retaining effective teachers. • Training on accurately differentiating teacher performance, utilizing evaluation results. • Auditing the quality of evaluation and support systems. • Recruiting staff from other fields. • Reducing class sizes. • High-quality Professional Development (PD) (topics: technology, student data, parent/family engagement, academic readiness skills, school policy decision-making, experimental learning). • Programs to support teaching children with disabilities and English learners. • Programs to increase the knowledge base on early childhood education. • Providing training, technical assistance, and capacity building to teachers, principals, and other school leaders on assessment systems. • In-service training for school personnel (trauma-informed practices, mental health services, chronic absenteeism). • Providing training on how to identify students who are gifted and talented. • Supporting instructional services provided by school library programs. • Training for all school personnel regarding how to prevent and recognize child sexual abuse. • Promoting high-quality instruction in STEM, including computer science. • Developing feedback mechanisms to improve working conditions in schools. • PD for school leaders to integrate academic content, CTE, and work-based learning to prepare students for postsecondary education/workforce.

Title III (Language Instruction for English learners and Immigrant students) *Both SRSA & RLIS funds can support*	<u>Local Uses of Funds</u> • Increasing the English language proficiency of English learners by supplementing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement. • Providing supplemental PD to classroom teachers, principals, other school leaders, administrators, and other school or community-based organizational personnel designed to improve English learners' instruction and assessment. • Tutorials and academic or CTE and intensified instruction (materials in the native language, interpreters, translators). • Community participation programs. • Family literacy services. • Enhanced instructional opportunities for immigrant children.
Title IV, Part A (Student Support and Academic Enrichment) *Both SRSA & RLIS funds can support*	<u>Well-Rounded Educational Opportunities</u> *Programs and activities that support access to a well-rounded education, which may include, among other things:* • Supporting college and career counseling, including raising awareness on financial literacy and federal financial aid. • Improving access to arts and music education. • Improving instruction and student engagement in STEM, including computer science, and increasing access to these subjects for underrepresented groups. • Promoting access to accelerated learning opportunities, including AP and IB programs. • Strengthening instruction in American history, civics, economics, geography, government education, foreign language, environmental education, and interdisciplinary courses. • Supporting student engagement with community service activities. <u>Safe and Healthy Students</u> *Programs and activities that foster safe, healthy, supportive, and drug-free environments, which may include, among other things:* • Drug and violence prevention activities. • School-based mental health services and partnership programs with outside healthcare entities. • Programs or activities that promote healthy, active, and safe lifestyles. • Training for specialized instructional personnel in trauma-informed practices, bullying and harassment prevention, and suicide prevention. • Child sexual abuse awareness and prevention programs. • Promoting supportive school climates to reduce exclusionary discipline (e.g., reducing absenteeism and dropout and promoting re-entry programs). • Site resource coordinator.

- Continued - **Title IV, Part A (Student Support and Academic Enrichment)** *Both SRSA & RLIS funds can support*	<u>Effective Use of Technology</u> *Programs and activities that improve the use of technology to improve academic achievement and digital literacy of all students, which may include, among other things:* • Building technological capacity and infrastructure in schools. • Delivering rigorous academic courses using technology, including digital learning and assistive technologies. • Carrying out blended learning projects. • Supporting high-quality PD for educators, school leaders, and administrators on the use of technology and in areas of STEM. • Providing students in rural, remote, and underserved areas with digital resources.
Title IV, Part B (21st Century Community Learning Centers) *ONLY SRSA funds can support*	<u>Local Activities</u> *Academic enrichment activities and a broad array of other activities during non-school hours or periods when school is not in session, including:* • Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services are aligned with challenging academic standards and any local academic standards and curricula designed to improve student academic achievement. • Literacy education programs, including financial and environmental literacy programs. • Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement. • Expanded library service hours. • Parenting skills programs that promote parental involvement and family literacy. • Programs that partner with in-demand fields of the local workforce or build career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Innovation and Opportunity Act.
Parental Involvement Activities *ONLY RLIS funds can support*	<u>Parental and Family Engagement</u> • Professional Development for school personnel regarding parent and family engagement strategies. • Providing materials to help parents improve their child's academic achievement (e.g., training on school online portals). • Enable parents to attend school-related meetings and training sessions (e.g., provide childcare). • Establish a formal parental advisory council.