

# Why Title V Matters

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# Overview of Title V – Rural Education Achievement Program (REAP)

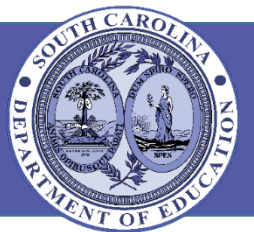
The purpose of Title V is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and who receive formula grant allocations in too small amounts to be effective in meeting their intended purposes.

- The grant is non-competitive, and eligibility is determined by statute.
- Awards are issued annually to state education agencies (SEAs), which make subgrants to local education agencies (LEAs) that meet eligibility requirements.



# Title V Programs

- Part B of Title V of the ESEA authorizes the REAP.
- There are two programs authorized under REAP:
  - The Small Rural School Achievement Program (SRSA) provides funds targeted and designed for schools with small populations in lower-density areas. Funds are given directly to districts with designation by the National Center for Education Statistics (NCES).
  - The Rural and Low-Income Schools Program (RLIS) provides funds for states to subgrant to districts with NCES designation. RLIS funds apply more broadly and can be used for a number of purposes related to other titles of ESSA.
- The SCDE administers the RLIS.



# Eligibility for Rural Low-Income School (RLIS)

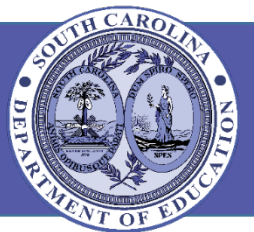
A local educational agency is eligible to receive Title V funding if the LEA meets the following criteria:

- To be considered rural, all schools comprising the LEA must have a school locale code of 32, 33, 41, 42, or 43 (assigned by NCES), or be located in an area of the State defined as rural by a governmental agency of the State.
- To be considered low-income, 20 percent or more of the children ages five to 17 served by the LEA must be from families with incomes below the poverty line, based on data from the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE).



# FY23 REAP Subgrantees

South Carolina School District	South Carolina School District	South Carolina School District
Allendale	Fairfield	Laurens 56
Anderson 3	Florence 1	Lee
Bamberg	Florence 2	Lexington 3
Barnwell 45	Florence 3	McCormick
Barnwell 48	Florence 5	Marion
Calhoun	Greenwood 50	Marlboro
Chester	Greenwood 51	Newberry
Chesterfield	Greenwood 52	Orangeburg
Clarendon	Hampton	Saluda
Colleton	Jasper	Union
Dillon 3	Laurens 55	Williamsburg
Dillon 4		



# Title V: Needs Assessment and Application

- A needs assessment must be conducted and must clearly demonstrate a need in the areas in which funds are spent.
- The assessment should include stakeholders, such as teachers, administrators, other school personnel, parents, community members, and even students when feasible.
- The assessment summary narrative should include a discussion of the data indicating the need.
- The online application should be based upon the needs assessment and allocation awarded.
- The guidance from the United States Department of Education (ED) and the SCDE should be followed when developing the plan.



# Title V: Supplement, not Supplant

- Title V funds may be used only to supplement educational program activities provided with state and local funds.
- LEAs may not use Title V funds to pay for activities that, in the absence of these funds, would be provided with state and local funds.



# Title V: Allowable Use of Funds

Grant funds awarded to LEAs under this subpart can be used for the any of the following:

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

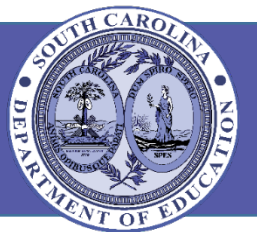




# Examples of Title V Activities Based Upon Title I Allowability

## Activities to Support:

- Teacher Incentives
- Professional Development
- Substitute Teachers
- Technology
- Instruction
- *Example: High-quality preschool or full-day kindergarten to facilitate the transition from early learning to elementary education programs*
- *Parental Involvement Example: Creation of a parental advisory committee to solicit input on various education topics*



# Examples of Title V Activities Based Upon Title II Allowability

## Instructional Staff:

- Administrator Salaries
- Stipends
- Fringe Benefits
- Contracted Services
- Supplies, Materials, Equipment
- Travel
- *Example: High quality PD to train teachers, principals, and other school leaders on 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*



# Examples of the Title V Activities Based Upon Title III Allowability

## Activities to Support:

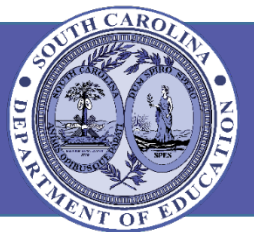
- Upgrading program objectives and effective instructional strategies
- Improving the instruction of multilingual learners
- Immigrant students
- *Example: Supplemental PD for teachers of multilingual learners*



# Examples of Title V Activities Based Upon Title IV Allowability

## Activities to Support:

- Well-rounded education
- Safe and healthy students
- Effective use of technology
- *Example: Digital resources for students in rural, remote, and underserved areas*



# New and Improved REAP Uses of Funds Guide

- The REAP Uses of Funds Guide is now a searchable webpage of example allowable uses of funds

[Office of Elementary and Secondary Education](#)

- Check for allowability or for innovative ideas
- Filter by category
- Search by an activity or topic



# REAP Resources

- For helpful resources on the RLIS grant programs, visit the REAP Quick Links: [Rural Education Achievement Program](#)
- To view recorded webinars on allowable uses of REAP funds, visit the REAP Resources webpage: [REAP Resources - Office of Elementary and Secondary Education](#)
- For information on dual-eligibility, visit the REAP Considerations for Dual-Eligible LEAs: [Considerations for Dual-Eligible LEAs - Office of Elementary and Secondary Education](#)



# Title V: Allocation Process

1. In November each year, ED provides a SC Initial Eligibility Spreadsheet to the SCDE that must be completed by SCDE.
2. SCDE completes the spreadsheet providing district allocation information on each district using Title II and Title IV final allocations.
3. SCDE also provides the “average daily attendance” for each district.
4. SCDE provides at least two (2) contacts for each district.
5. This information is due to ED no later than December 5th.
6. ED then complies this information to determine eligibility and an estimated allocation for each district.
7. Once completed, ED provides the SCDE with a “Master Eligibility Spreadsheet” which shows allocation estimation for eligible districts.



# Transferring Funds

Section 5103 of the ESEA permits an LEA to transfer funds **from** the following programs (source grants):

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

Section 5103 allows an LEA to transfer local funds **into** any of the following programs (target grants):

- Title I, Part A - Improving Basic Programs Operated by LEAs
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Neglected, Delinquent, or At Risk
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A - English Language Acquisition
- Title IV, Part A – Student Support and Academic Enrichment (SSAE)
- Title V, Part B – Rural Education





# Action Steps

- An LEA may transfer all or a portion of funds allocated under Title II, Part A and Title IV, Part A. An LEA may transfer funds at any point during the 27-month period of availability of the grant into a grant award for the same fiscal year (e.g., a transfer from FY 2023 Title II, Part A funds into the LEA's FY 2023 Title IV, Part A funds).
- An LEA may only transfer funds into a program for which that LEA is receiving an allocation.
- When an LEA decides to transfer some, or all, of the funds allocated for local activities under the two eligible programs, it must take certain steps (continued next slide).



# Action Steps, cont'd

The LEA must:

1. Engage in timely and meaningful consultation, in accordance with section 8501 of the ESEA, with appropriate private school officials (5103(e)(2))
2. Determine the programs from which funds are to be transferred out of and into
3. Determine the amount and federal fiscal year of funds to be transferred
4. Establish the effective date for the transfer
5. Notify the SEA of each transfer at least 30 days before the effective date of the transfer (5103(d)(2)(C))
6. Submit, not later than 30 days after the date of such transfer, a copy of the LEA's modified plans or applications for all programs affected by the transfer to the SEA (5103(d)(2)(B))



# Resource Link:

[Fact Sheet for Transferring State and Local Level Funds \(PDF\) \(ed.gov\)](#)



# Questions



# Contact Information

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