

Getting the Most out of Title V

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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 sub-grants to local education agencies (LEAs) that meet eligibility requirements.
- Awards are made to all SEAs that apply and 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.



Title V – Eligibility for the Rural Low-Income School (RLIS)

A local educational agency is eligible to use 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).



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. Assessment narrative should be included in the related documents section of the online application.
- 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 South Carolina Department of Education (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 local educational agencies 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 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*



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*



Evaluation Component

- The LEA is required to evaluate its Title V programs annually. The evaluation must describe how Title V programs within the LEA affected student academic achievement. The Office of Federal and State Accountability distributes this survey yearly as a data collection document.
- Evaluation results indicate that districts utilize funding as an extension of goals associated with strategic planning and other title objectives.

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GEMS Program Details link-Evaluation of Student Achievement

Proposed Uses of Funds	Amount	Description of Strategy with Evaluation
		0 of 500 characters
Activities authorized under Title IV, Part A (Student Support and Academic Enrichment)	* \$	* Check Spelling 0 of 500 characters
Total:	\$ 0.00	

Describe your evaluation of Student Achievement



Data Use

SCDE encourages REAP recipients to evaluate objectives using data to determine return on investment.

District Highlight example:

The FY25 Title V funds were used to supplement Student Support and Academic Enrichment by providing high school students with the opportunity to participate in dual enrollment classes through Francis Marion University and/or Florence Darlington Technical College at the Continuum in Lake City, S.C. This supplemental funding allows FSD2 to provide these opportunities to all Junior and Senior students qualifying under the college's admission standards. This resulted in 62% of Juniors and Seniors enrolling for the 24-25 school year, with 99% earning college credit. This enrichment activity supports increasing the graduation rate, which rose from 78% to 84%.



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
- 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 2026 Title II, Part A funds into the LEA's FY 2026 Title IV, Part A funds).
- An LEA may transfer funds only into a program for which it 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 on 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))



Questions





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