

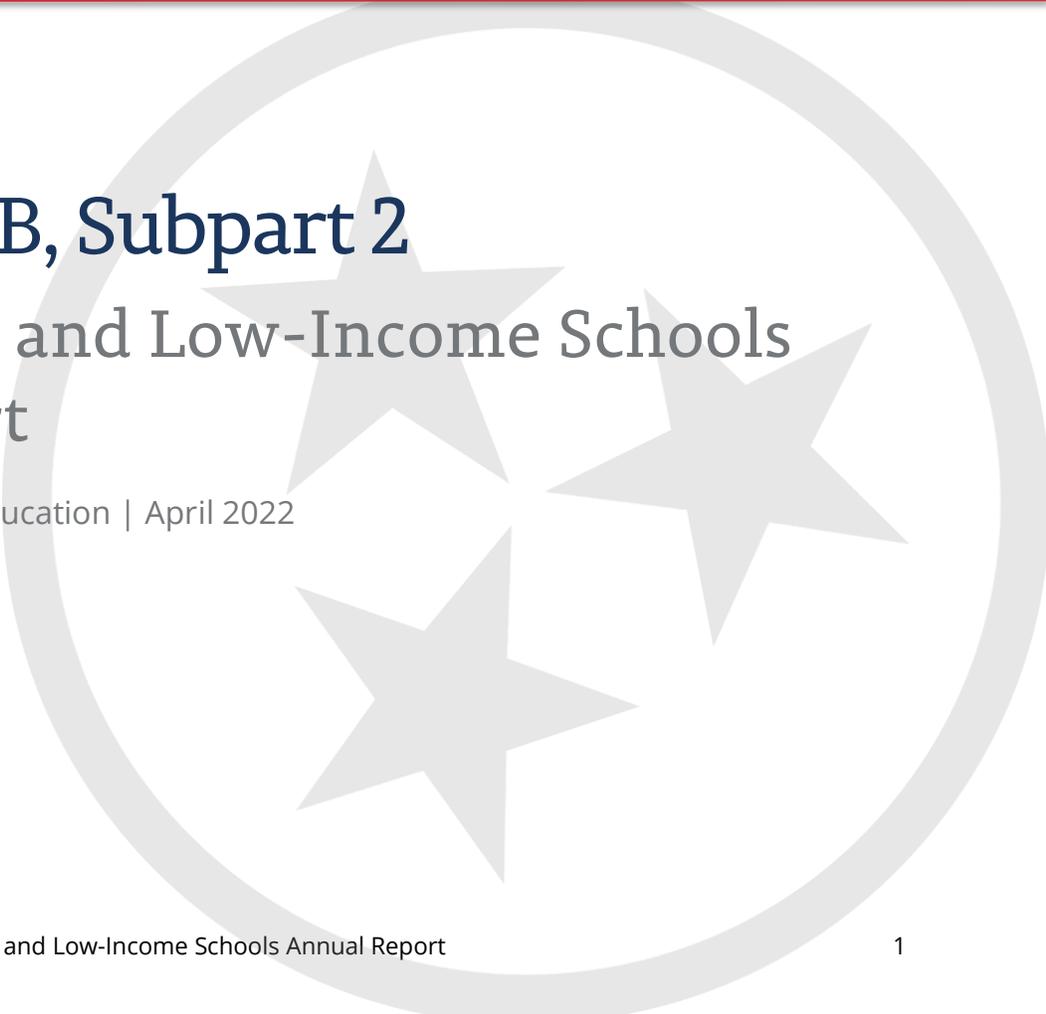


Department of  
**Education**

# Title V, Part B, Subpart 2

## 2020-21 Rural and Low-Income Schools Annual Report

Tennessee Department of Education | April 2022



## Overview

### Purpose of the Rural and Low-Income Schools Grant Program

Under Title V, Part B of the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA), the Rural Education Initiative (REI) is designed to assist rural local educational agencies (LEAs) in using federal resources more effectively to improve the quality of instruction and student academic achievement.

REI (also referred to as REAP - Rural Education and Achievement Program) consists of two separate programs: The Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program. LEAs may be found eligible for both programs but may only participate in either SRSA or RLIS. The SRSA provides funds targeted and designed for schools with small populations in lower-density areas. Funds are given directly to LEAs with the required designation by the National Center for Education Statistics (NCES). SRSA is administered to LEAs by the U.S. Department of Education; the Tennessee Department of Education does not administer this program.

The purpose of the Rural and Low-Income School (RLIS) grant program is to provide rural LEAs with financial assistance for initiatives aimed at improving student achievement. The grant is non-competitive, and eligibility is determined by federal statute. RLIS awards are issued annually to state education agencies (SEAs), which make sub-grants to LEAs that meet the applicable requirements. The purpose of this report is to summarize the department's administration of the RLIS grant program for the 2020-21 school/fiscal year.

### Program Eligibility

To qualify for RLIS, an LEA has to meet the following requirements:

- 20 percent or more of the children ages 5 to 17 served by the LEA are from families with incomes below the poverty line as reported on the [RLIS Eligibility website](#) (see the Fiscal Year REAP Master Eligibility Spreadsheet on the website).
- Each school within the LEA must have a locale code of 32, 33, 41, 42, or 43 as assigned by the [National Center for Education Statistics \(NCES\)](#).

### Utilization of Funds

LEAs that receive RLIS grants may use the funds to carry out activities authorized under the following programs:

- Title I, Part A: Improving Basic Programs Operated by LEAs
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment
- Parental and family engagement activities

### Supplement Not Supplant

Title V, Part B funds must supplement and not supplant all local, state, and other federal funds. In general, when considering whether a proposed RLIS activity is supplemental, an LEA should determine whether it would have funded this activity with other federal, state, or local funds if no Title V 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 Title V funds for those activities, provided they are an allowable use of RLIS funds. The burden of proof lies with the LEA in ensuring that no Title V, Part B expenditures are supplanting local, state, or other federal funds.

## Grant Implementation Overview

The division of federal programs and oversight (FPO) within the Tennessee Department of Education (department) administers, monitors, sets policy, develops guidance, and provides professional development and technical assistance focused on an array of federal and state education programs, including RLIS.

The Title V federal grant is cyclical in nature, beginning in July and ending in September of the following year. To receive the grant, LEAs begin by completing a comprehensive needs assessment/LEA plan through the department's InformTN platform. Once the LEA plan has been approved, LEAs receive a formula-based allocation and submit a budget through the Consolidated Funding Application (CFA) in ePlan, the department's electronic grants management system. LEAs then administer the grant, submitting budget adjustments/amendments in ePlan as needed. Although LEAs may carryover Title V funds, it is expected that LEAs, in the best interests of teachers and students, expend and draw down funds regularly through the year and expend all funds as budgeted.

The department monitors all grant funds awarded to LEAs to ensure fidelity of implementation. Tennessee's multi-tiered monitoring framework includes three distinctive levels: on-site, desktop, and self-assessment. A risk analysis comprised of over 50 factors identifies the perceived level of risk and likelihood that an LEA may not comply with certain requirements. Results from the analysis designate each LEA's risk as one of three levels: significant (which results in an on-site visit), elevated (which identifies LEAs for participation in desktop monitoring), or low risk (with LEAs completing a self-assessment). All LEAs statewide are required to participate in one level of monitoring annually.

Four regionally based ESEA divisional coordinators and the Title V director provide technical assistance to all Title V, Part B grantees in the state. Training is coordinated at a state level and delivered through an annual federal programs conference, webinars, office hours, newsletters, and personalized technical assistance. The department publishes an annual [Coordinated Spending Guide](#), a [Technical Application Guide: CFA](#), and maintains a wealth of other resources in [TDOE Resources](#) in ePlan.

## 2020-21 RLIS LEA Eligibility

As noted above, Title V, Part B awards grant funds to eligible LEAs by formula. An LEA is eligible if:

1. 20 percent or more of the children ages 5 through 17 served by the LEA are from families with incomes below the poverty line based on data provided by the United States Census Bureau and United States Department of Education (ED); and
2. All the schools served by the agency are designated with a local code of 32, 33, 41, 42, or 43, as determined by the National Center for Education Statistics based on the geographic location of each individual school in the LEA.

In Tennessee in 2020-21:



## 2020-21 RLIS Allocations

LEA Name	Amount
Alvin C York Institute	\$10,171.51
Athens	\$30,999.52
Bedford County	\$168,258.10
Benton County	\$42,267.50
Bledsoe County	\$31,372.25
Campbell County	\$98,996.40
Chester County	\$53,395.30
Claiborne County	\$77,093.11
Clay County	\$21,325.93
Cocke County	\$83,245.78
Crockett County	\$38,364.37
Cumberland County	\$139,147.71
Dayton	\$15,307.51
Decatur County	\$29,654.40
DeKalb County	\$56,208.86
Dyer County	\$74,603.21
Dyersburg	\$49,641.15
Fayette County Public Schools	\$62,667.26
Fayetteville	\$25,379.02
Fentress County	\$40,752.68
Giles County	\$71,478.69
Grainger County	\$62,013.04
Greene County	\$123,648.75
Greeneville	\$55,504.91
Grundy County	\$38,143.83
Hancock County	\$18,497.38
Hardeman County Schools	\$65,258.98
Hardin County	\$66,828.84
Haywood County	\$52,255.86
Henderson County	\$74,911.32
Henry County	\$57,668.39
Hickman County	\$64,178.94
Hollow Rock - Bruceton	\$12,489.83
Houston County	\$25,057.20
Humphreys County	\$55,503.98
Huntingdon Special School District	\$25,321.21
Jackson County	\$26,916.75
Johnson County	\$38,142.62
Lake County	\$13,672.07

LEA Name	Amount
Lauderdale County	\$72,610.77
Lawrence County	\$133,662.87
Lewis County	\$32,393.72
Lexington	\$16,340.04
Macon County	\$76,033.05
Manchester	\$26,858.20
Marion County	\$76,285.09
McKenzie	\$24,976.68
McNairy County	\$80,451.79
Meigs County	\$33,451.14
Milan	\$37,409.76
Morgan County	\$56,660.21
Newport	\$12,958.42
Obion County	\$61,800.12
Oneida	\$24,055.24
Overton County	\$57,337.49
Paris	\$30,550.41
Perry County	\$19,771.96
Pickett County	\$11,925.99
Polk County	\$42,082.51
Putnam County	\$220,518.88
Rhea County	\$81,218.97
Richard City	\$4,148.43
Roane County	\$123,763.23
Rogersville	\$12,579.04
Scott County	\$54,493.45
Sequatchie County	\$41,536.20
Stewart County	\$38,693.11
Trenton	\$25,242.42
Trousdale County	\$24,468.02
Tullahoma	\$66,561.14
Union City	\$30,585.53
Union County	\$85,300.34
Van Buren County	\$14,604.51
Warren County	\$122,855.39
Wayne County	\$39,786.87
Weakley County	\$78,155.90
West Carroll	\$17,040.88
White County	\$74,025.41
<b>Total</b>	<b>\$4,105,511.93</b>

## 2020-21 RLIS Transfers

Under ESEA, LEAs have the flexibility to target eligible federal funds to the programs and activities that most effectively address their unique needs. LEAs may transfer up to 100% of their Title II, Part A or Title IV, Part A allocations into Title V, Part B. When funds are transferred into Title V, Part B, the funds become Title V, Part B funds and must adhere to the provisions in ESEA for the implementation of the Title V, Part B program activities and expenditure of funds.

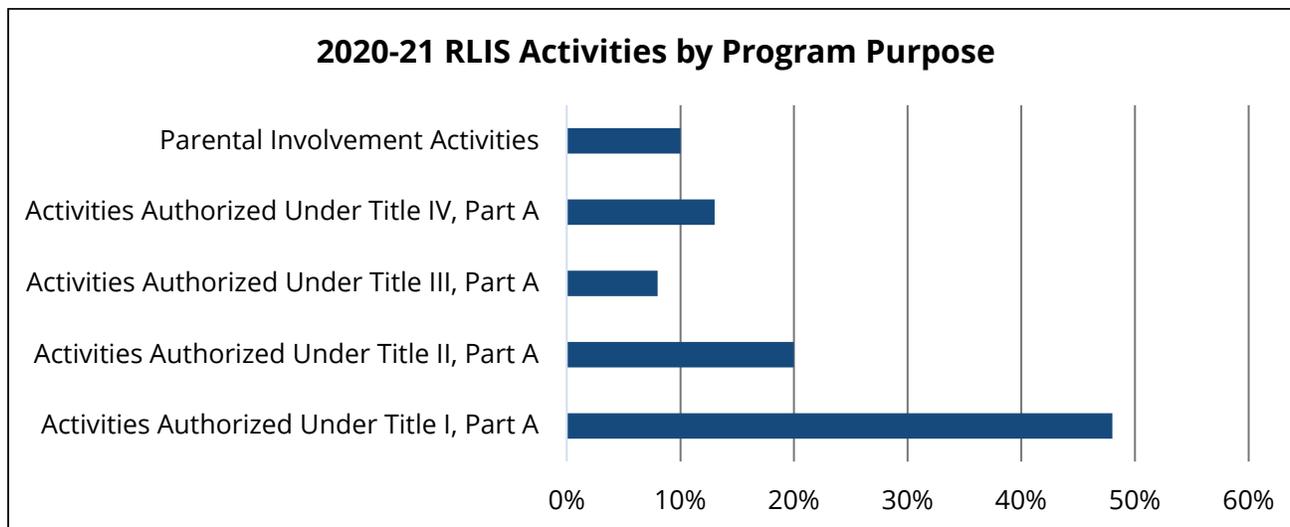
Number of LEAs that Transferred Funds into Title V	Title II, Part A Funds Transferred Into Title V, Part B	Title IV, Part A Funds Transferred Into Title V, Part B	Total Funds Transferred Into Title V, Part B
<b>17</b>	<b>\$355,576.36</b>	<b>\$354,607.60</b>	<b>\$710,184.04</b>

## 2020-21 RLIS Expenditures

As previously noted, LEAs that receive RLIS grants may use the funds to carry activities authorized under the following programs:

- Title I, Part A: Improving Basic Programs Operated by LEAs
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment
- Parent and family engagement activities

The table below shows how LEAs expended RLIS funds in 2020-21.



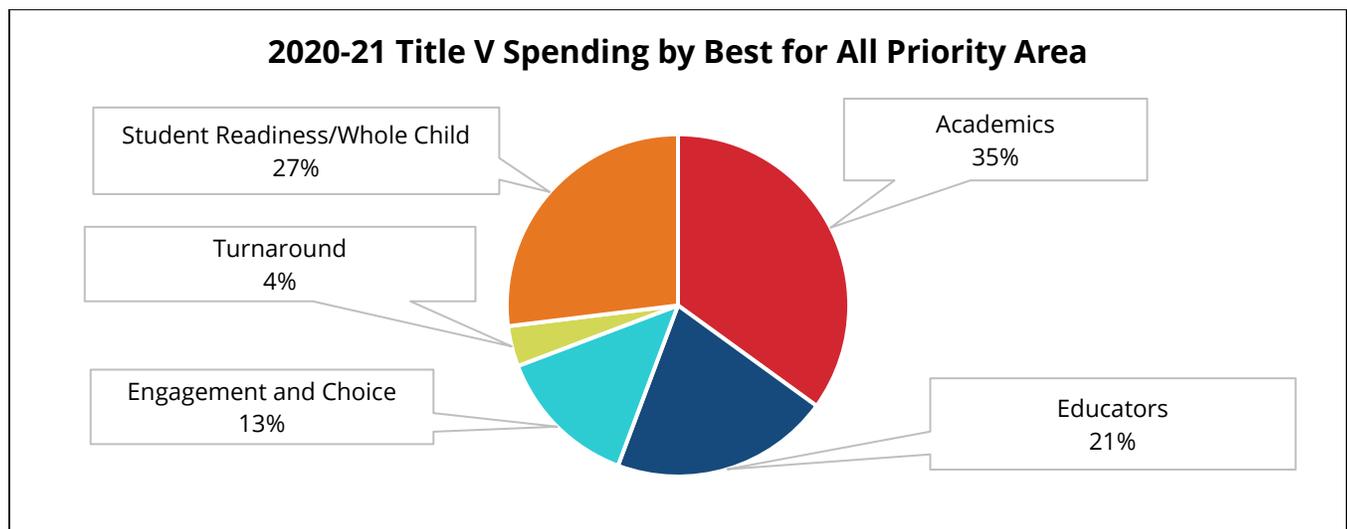
## 2020-21 RLIS Objectives and Outcomes

As stated in [Tennessee's ESSA Plan](#), the desired objective and outcome for LEAs and schools operating under Title V is *to provide access and opportunity for all students*. To do this, Tennessee promotes LEA-level decision making to meet the unique needs of students. LEAs in Tennessee are empowered to design plans under Title V that support the vision that all students are able to embark on their chosen path in life.

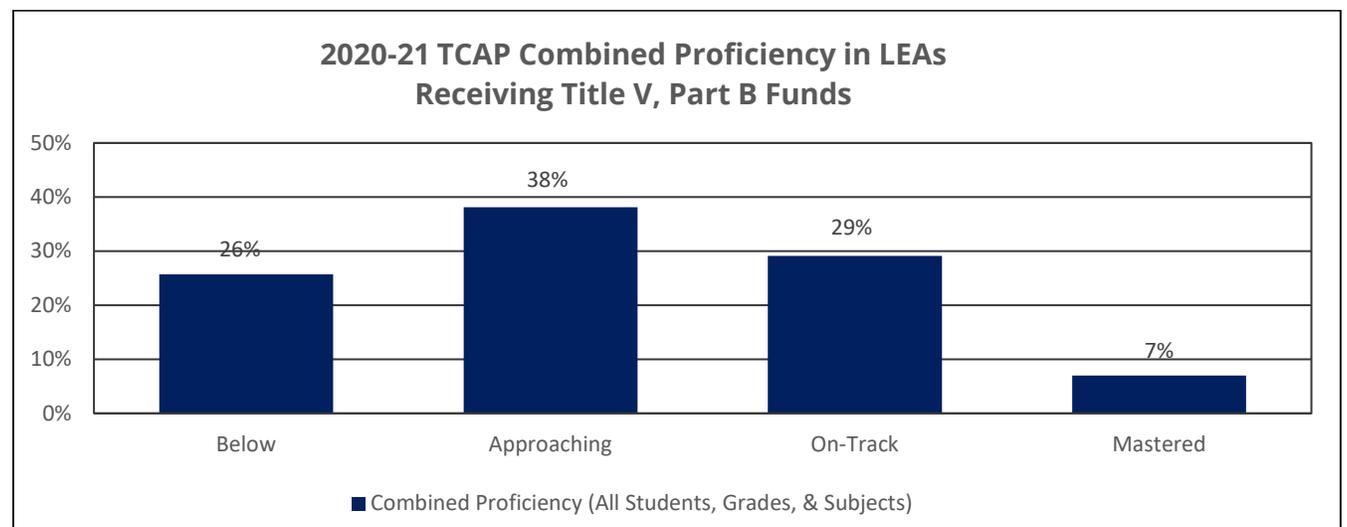
Further, to improve outcomes for students across the state, the [Best for All](#) strategic plan focuses on the state's major priority areas. These priorities also closely align with the Title V objectives and outcomes.

- Academics: All Tennessee students will have access to a high-quality education, no matter where they live.
- Student Readiness: TN public schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.
- Educators: Tennessee will set a new path for the education profession and be the top state to become and remain a teacher and leader for all.

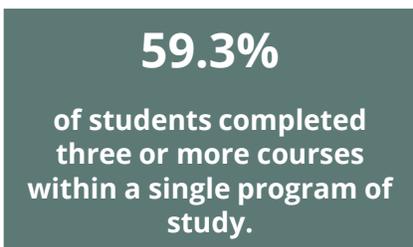
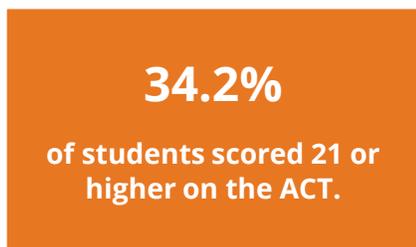
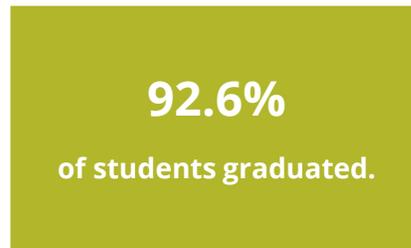
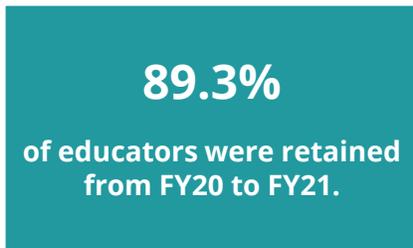
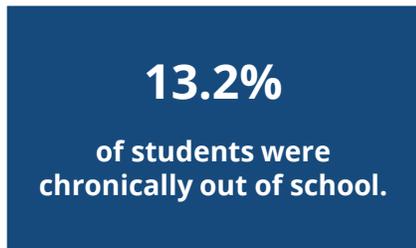
To help facilitate a strong connection between the state’s priorities and LEA spending, budget tags were added to the Title V application in ePlan in FY20. These budget tags allow LEAs to link Title V purchases directly to state [Best for All](#) priority areas, including *Academics*, *Student Readiness* (tagged in the initial budget as *Whole Child*), and *Educators*. Budget tags for *Turnaround* and *Engagement & Choice* were also included to encompass important those two areas of work. Budget tag options will be updated annually to ensure alignment with current state priorities. The chart below represents LEA Title V spending by priority area for 2020-21.



Through its flexible use of funds and ability to address a wide array of LEA and school needs, the Title V program aligns with major state priorities to support access and opportunity for all students. LEAs’ progress toward meeting the Title V objective and outcome is partly determined based on schools meeting established performance indicators, which are assessed annually through state-administered assessments (TCAP) and local performance assessments.



Progress can also be measured by evaluating measures such as chronic absenteeism, teacher retention, graduation rates, ACT composites, Ready Graduate, and CTE Concentrators. The data below illustrates averages for all Title V LEAs.



### ***RLIS Resources***

- [ESSA Title V, Part B, Subpart 2](#)
- [Title V Guidance on the Rural Education Achievement Program \(REAP\)](#)
- [U.S. Department of Education: REAP Informational Document 2021.01](#)
- [Title V Overview](#)
- [Navigating Resources for Rural Schools \(National Center for Education Statistics\)](#)
- [Title V, Part B PowerPoint](#)
- [Optional Title V Activity Evaluation](#)

### ***RLIS Contacts***

Have questions? Contact [Brinn.Obermiller@tn.gov](mailto:Brinn.Obermiller@tn.gov) (Senior Director of ESEA Oversight) or your assigned [FPO Divisional Coordinator](#).