

Unlocking Federal and State Program Funds to Support Student Success



Washington Office of Superintendent of
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UNLOCKING FEDERAL AND STATE PROGRAM FUNDS TO SUPPORT STUDENT SUCCESS

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Elementary, Early Learning, and Federal Programs Division



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The Every Student Succeeds Act gives districts much more flexibility in how federal and state program funds may be used to address district and school goals. Funds may be braided - "used together"- to provide districts and schools options as they pursue education programs they know are effective. Braiding funds will help districts and schools meet goals that support all students."

Chris Reykdal
Superintendent of Public Instruction

PURPOSE

The purpose of this document is to empower school and Local Education Agency (LEA) leaders, grant administrators, educators, and other stakeholders to maximize the use of federal and state funds by providing information on how different federal and state funds may be used independently or together to meet specific, identified student and staff needs. To that purpose, this document provides information on federal funding flexibilities under the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act of 2015—referred to as ESSA—and how ESSA and Individuals with Disabilities Education Act (IDEA) funds can be used to support specific initiatives. And, how state program funds, including the Learning Assistance Program, Transitional Bilingual Instruction Program, and Highly Capable Program funds, may be included in meeting school and LEA goals.

This document may be most useful in helping a school or LEA that has already identified its student and staff needs to determine how the federal and state funds it receives can be most effectively utilized to address those needs. Prior to considering ways that federal funds may be braided or blended, school and district staff will want to conduct a comprehensive needs assessment and identify stakeholders who need to be involved in the decision-making process. Only after that is completed, and the appropriate stakeholders included, should decisions be made involving braiding or blending of federal funds to support identified activities. The comprehensive needs assessment will support informed decisions that are based upon district need, funding requirements/limitations, and will result in effective and efficient use of funds.

In choosing the sample initiatives highlighted in this document, the Office of Superintendent of Public Instruction (OSPI) considered statewide student academic achievement and college and career readiness data as well as stakeholder input regarding what schools should focus on to promote student success. Additionally, this document includes examples that support Washington’s Every Student Succeeds Act (ESSA) [Consolidated Plan](#), which is located on the Every Student Succeeds Act (ESSA) Implementation page of the OSPI website.

The sample initiatives listed below were chosen due to the availability of evidence that improvement or investment in them has the potential to improve student outcomes. The sample initiatives include:

- Multi-Tiered System of Supports (MTSS)
- Professional Learning
- Grade-Level Literacy Rates
- Parent and Family Engagement (PFE)
- Positive School Climate
- Regular Attendance
- 9th Graders on Track
- Advanced Course Taking (Dual Credit)
- Early Learning Activities

Please note that no school or LEA is required to use its federal and allowable state funds for programs or activities highlighted in this document. This document was created solely to demonstrate how some programs, strategies or initiatives may be supported with federal or state funds. For complete information on how different federal funds may be used, email the appropriate program office (see list of contacts in Appendix A).

Braiding, or Coordinating the Use of Funds

Braiding, or coordinating funds is a way for LEAs and schools to use multiple federal and state grants to support various parts of an initiative while maintaining the award-specific identity of the funds and meeting the intent and purpose of each specific grant program.

Federal law authorizes LEAs to coordinate spending from different grant programs, provided the activities are permitted under the grant program and the LEA or school maintains documentation on how federal funds are spent. State identified programs may be used in partnership with certain federal programs and some are specific to a certain population of students. Regardless of the funding source, certain state program reporting requirements may still be in place.

Some state program funds that are intended to support “like” federal programs, and may be braided (e.g., the state Learning Assistance Program (LAP) may be used for the same intent and purposes of Title I, Part A and the state Transitional Bilingual Instruction Program (TBIP) is aligned with the same intent and purpose as Title III, Part A.). Federal funds provided to the state under Part B of the Individuals with Disabilities Education Act (IDEA, Part B) may only be used to support initiatives for students with disabilities (ages 3–21). However, a provision in IDEA allows for a district to use up to 15% of its IDEA Part B allocation to provide coordinated early intervening services (CEIS). The CEIS funds are used to support K–12 students who are not identified as students with disabilities but are in need of additional supports to succeed in the general education environment.

Using multiple funding sources in a braided manner to support specific educational initiatives can help ensure consistency and eliminate duplication of services. The following is an *example* of how four different programs may be braided to support reading services for students who struggle.

Braiding Funds for Intervention Services in Reading for Students Who Struggle

Data

An LEA has identified through their data that 62% of their students with disabilities and 90% of their Multilingual English Learner (EL) students are not meeting the state standard in English Language Arts (ELA).

Activity

As part of its Title I, Part A Targeted Assistance Program, Apple Middle School chose to implement intervention services in reading for students who struggle in grades 6–8. The school used Title I, Part A funds to support implementation of most aspects of the initiative. The school did not have enough Title I, Part A funds to pay for the entire cost of the initiative, so the LEA in which it resides chose to contribute Learning Assistance Program (LAP) and IDEA Part B, CEIS funds to pay for additional needs in the program.

The school also used Title III funds to provide professional learning in effective differentiation for English learners who need additional reading supports.

To assist with data analysis of the initiative, the LEA also chose to contribute Title II, Part A, and IDEA Part B funds to provide professional learning on using data to school staff working with these identified students.

In this scenario, multiple funding sources were coordinated to support the initiative. The activities are allowable under each applicable grant and these funding sources continued to maintain their identity. Expenditures for each funding source were documented by the school or LEA.

Expected Outcomes/Timeline

Over the next three years with ongoing monitoring the school saw an increased number of students who reached proficiency in English for English learners and proficiency and growth for students with disabilities.

DISCLAIMER

Although this guide discusses federal and state laws and regulations, it is intended solely to provide general information and does not constitute legal advice.

This guidance provides a general overview of allowable activities, but whether or not a particular cost can be supported with federal, or state funds depends on the underlying facts and circumstances.

Therefore, the fact that an activity is listed in this guidance does not mean it is allowable in all circumstances. Similarly, the fact that an activity is not listed in this guidance document does not mean it is not allowable.

PART I: BRAIDING, OR COORDINATING FEDERAL AND STATE FUNDS TO SUPPORT SPECIFIC PROGRAMS, ACTIVITIES, AND INITIATIVES

This section describes examples of how LEAs and schools can use different federal and state funds to support specific educational programs, activities, and initiatives.

This part of the guidance focuses on the initiatives below due to the availability of evidence demonstrating how improvement or investment in them has the potential to improve student outcomes.

Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. When MTSS is implemented with fidelity, this prevention-based framework ensures that schools create the necessary conditions to systematically integrate academic and nonacademic supports to meet the needs of the whole child. This integration involves coordination of tiered delivery systems, including Academic Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS), Pyramid Model, and Social and Emotional Learning (SEL). By integrating these supports, schools may increase the efficiency, effectiveness, and sustainability of their services (McIntosh & Goodman, 2016). The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.

Core Instruction and Tiered Supports

Instruction, enrichment, and intervention are delivered along a continuum to meet the full spectrum of social, emotional, behavioral, and academic needs of all students. In a multi-tiered system of supports, tiers describe the intensity of support provided. Tiers do not define students. Every student has equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.

How Federal and State Funds May be Used to Implement Multi-Tiered System of Supports (MTSS)

Below you will find examples of strategies and activities a school or LEA may support with specific federal and state funds to implement MTSS. These do not represent all the strategies and activities that may be paid for with federal funds for this purpose. Work with your district's program directors to identify funds which may be used to support identified activities for positive student outcomes. For more information on whether a specific activity or program may be funded with a specific federal or state funding source, consult the law or contact the appropriate program office. (See list of contacts in Appendix A.)

Funding Source	Sample Activities/Strategies That May Be Funded
<p>Title I, Part A</p> <ul style="list-style-type: none"> • Allowability is dependent on whether the school is a SWP or TAS. • Some activities are allowable under an LEA Set-Aside. 	<p>Title I, Part A funds may be used for some, or all activities associated with implementing the components of MTSS, specifically supporting Tier 2 and Tier 3 activities/options.</p> <p>Title I, Part A program models (Schoolwide and Targeted) are required to conduct a comprehensive needs assessment (2023). The phases of the comprehensive needs assessment (CNA) process outlined by the Cuiccio & Husby-Slater, (2018) – Planning, Collecting and Organizing Data; Interpreting Information; Determining Priorities; and Connecting to Implementation – are activities that facilitate the examination of data to determine priorities that inform the creation of “plans” that guide the actions that schools will implement to ultimately impact student achievement.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide instructional supports that are identified as needs through the comprehensive needs assessment. • Provide non-instructional supports (school climate, attendance improvement, school quality improvement, etc.) identified as needs through the comprehensive needs assessment. • Provide small group intervention services for reading to students who demonstrate a need based on the results of a universal screening tool verified by further screening. • Hire/pay for intervention teachers (e.g., salary). • Purchase supplementary materials needed to address students’ needs in specific areas of reading. • Purchase and use a data management system, including data analysis tools, such as an Instruction Improvement System, to help educators manage and analyze eligible student data to improve instruction and decision-making. • Provide professional learning on intervention strategies (e.g., hire consultants, send educators to trainings, purchase materials) to ensure the effective implementation of interventions.
<p>Learning Assistance Program (LAP)</p>	<p>Learning Assistance Program funds may be used for a variety of Tier 2 and Tier 3 activities for students not yet meeting academic standards in the areas of English Language Arts (ELA), mathematics, and/or behavior. LAP funds may be used for LAP services and activities, including expenses related to diagnostic assessments, progress monitoring, and fidelity measures to support LAP program effectiveness and improve student outcomes in an MTSS.</p> <p><i>Examples:</i></p>

- Provide collaboration time through Professional Learning Communities (PLCs) with a focus on supporting students served in LAP, including data-based decision making, effective use of data to improve instruction, and intervention planning and strategies.
- Provide professional learning for educators related to intervention strategies in ELA, mathematics, and/or behavior and the effective implementation of those strategies. Ongoing training and support are necessary for educators who are working with students to accelerate literacy/mathematics skills.
- Hire/pay for intervention staff, family engagement coordinators, behavior specialists, and coaches to support students within Tiers 2 and 3.
- Hire English Language (EL) coaches to work with classroom teachers to maximize student learning and achievement for students learning English as an additional language. EL coaches can provide professional learning and coaching in literacy acceleration to meet ELA Standards and across content areas to support the language learning need of students. EL coaches can work with educators to effectively impact student outcomes for LAP-served students who have not yet met ELA Standards.
- Purchase supplemental ELA, mathematics, and/or behavior materials/curricula specific to support students within Tiers 2 and 3.
- Provide summer school services for students not yet at grade level in ELA and/or mathematics.
- Provide supports for students transitioning into kindergarten or from grade 8 through grade 9.
- Engage community mentors and/or tutors to support students not yet at grade level with ELA, mathematics, and/or behavior services.
- Develop activities to promote family engagement for students served in LAP.
- Provide professional development for social emotional learning.

School Improvement

Improvement funds are available to schools identified as eligible for Tier 3 and 3 Plus supports through Washington's School Improvement Framework (WSIF), as well as to certain other identified districts and entities (e.g., Required Action Districts).

All funds are expressly intended for implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.

Plans must be based on annual needs assessment, be informed by WSIF indicators and the state's long-term goals which drove identification, as well as resource inequities that perpetuate disparities in educational achievement.

Use of improvement science principles must be incorporated in the drafting, review, adjusting, and implementation of the goals within an improvement plan. Activities in plans must be centered on the use of evidence-based and research-oriented approaches. Additionally, incorporation of the broader school and community must be a facet of the improvement planning process from the beginning and throughout.

Examples:

- Additional hours for contracted and certificated staff to engage in structured Professional Learning Communities (PLCs), professional development opportunities (involving a defined scope and sequence), as well as improvement activities like data analyses, plan review/study and adjustment of goals, measures, activities, etc.
- Parent/guardian, family, community engagement events that incorporate improvement activities like data/plan review, feedback surveying, and increased parent/guardian involvement in improvement planning and processes within a learning community.
- Implementation of evidence-based, researched-oriented best practices like Universal Design for Learning (UDL), improving fidelity toward Washington Multi-Tiered System of Supports (MTSS), exploring Project-Based Learning (PBL) initiatives, and more. Additional examples can be found [on What Works Clearinghouse](#) and through [OSPI's Menu of Best Practice](#).
- Contracted or purchased services that work toward the goals in an improvement plan, which may include consultancy/coaching in educational best practices, data

	<p>collection and analyses, and professional development opportunities.</p> <ul style="list-style-type: none"> • Certain additional contracted or certificated staffing positions that directly support the implementation of the goals in the improvement plan. Funds may not supplant existing operational or administrative costs. This might include the hiring of a professional with an identified, unique skill set (i.e., such as bilingual proficiency, etc.) that supports the improvement goals of the learning community. • Supplies and materials directly related to the implementation of improvement efforts in the learning community. • Capital expenses, which have multi-year use, improve the building, grounds, and/or infrastructure for the learning community.
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Title I, Part C	<p>Title I, Part C funds may be used for some, or all activities associated with implementing MTSS. Services provided to migratory students at the 2nd and 3rd Tier should include Priority for Service (PFS) migratory students.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide supplemental services, such as health, dental, transportation, and counseling services that are in addition to the services migratory students would receive through other state and local resources. • Provide supplemental instruction support and resources (Tier 2 and 3) that address the identified need of the migratory students and is in addition to or provides enhanced learning to the services for which migratory students would be eligible and entitled to receive from other state and local resources. • Select students to participate in Tier 3 efforts, such as state-sponsored summer academies. • Provide school staff with professional learning focused on understanding the migratory lifestyle and instruction strategies for addressing the needs of migratory students. • Provide advocacy to migratory students to strengthen home-school connections as well as ensure migratory students stay on course to graduate. • Designate staff time to coordinate with other state and federal programs to determine the needs of migratory students and the best resource available to address that need. • Provide summer program services to eligible students who are in the local area during harvest season. • Provide family literacy, mathematics, and/or early learning
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	<p>support to help their child in the home.</p> <ul style="list-style-type: none"> • Provide early learning opportunities for migratory students who are not enrolled or do not have access to other early learning programs provided by the LEA or local community.
<p>Title II, Part A</p>	<p>Title II, Part A funds may be used to support professional learning on effectively implementing MTSS for all teachers, and their instructional paraeducators, principals and other building administrators (responsible for the day-to-day operations of the school building).</p> <p>Professional learning must be “sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data driven, and classroom focused.”</p> <p><i>Examples:</i></p> <p>Provide ongoing training and coaching on how to:</p> <ul style="list-style-type: none"> • Deliver targeted, small group interventions. • Deliver intensive, customized interventions aligned to a student’s needs. • Use techniques, supports, and referral mechanisms to identify students at-risk of academic or behavioral difficulties. • Implement systems and supports for educators to learn to effectively use data to improve instruction. • Make data-based decisions regarding when to provide, continue, adjust, or fade services or supports for students. • Deliver effective differentiated instruction at all tiers.
<p>Title III, Part A</p>	<p>Title III, Part A funds may be used to support the effective implementation of MTSS that effectively supports multilingual English learners and eligible American Indian/Alaska Native students.</p>

Examples:

- Instructional coaching and professional learning of sufficient duration and intensity to have a positive and lasting impact on teachers' performance in the classroom on topics directly related to:
 - English language learning.
 - American Indian/Alaska Native literacy practices and supports.
 - Culturally responsive instruction for Multilingual English learners and American Indian/Alaska Native students.
 - Considerations and best practices for serving current and exited multilingual English learners in tiered support structures.
 - Considerations and best practices for serving American Indian/Alaska Native students in tiered support structures.
- Purchase of supplemental instructional materials designed to support English learners with language acquisition and meaningful access to content instruction.
- Support additional collaboration time for language acquisition specialists and content teachers, other specialists, and interventionists.
- Extended day or extended year English language development and American Indian/Alaska Native literacy programs or designated English language development and AI/AN literacy instruction within extended day and extended year programs for eligible students.

<p>Title III, Part A Immigrant Subgrant</p>	<p>An LEA may use Title III, Part A Immigrant Subgrant funds to support the specific needs of immigrant students, including refugees and asylees, within MTSS structures.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Instructional coaching and professional learning of sufficient duration and intensity to have a positive and lasting impact on teachers’ performance in the classroom on topics directly related to: <ul style="list-style-type: none"> ○ Culturally responsive instruction for newcomers, immigrants, asylee and refugee students. ○ The specific needs of students with limited, interrupted, or intermittent formal education (SLIFE), including trauma-informed practices. • ML/Immigrant Student Advocates whose duties may include: <ul style="list-style-type: none"> ○ Intensive college counseling and promotion of post-high school learning for eligible students. ○ Academic support and specific language learning in small groups or individual settings. ○ Support district efforts to substantially improve and sustain the academic achievement of all EIs. ○ Work collaboratively with teachers regarding best practices supporting EIs in their core classes. ○ Conduct regular visitations to language development and grade level or other content area classrooms. ○ Assist teachers and administrators in recognizing and responding to the unique needs of immigrant students, including cultural nuances that affect their learning.
<p>Transitional Bilingual Instruction Program</p>	<p>Transitional Bilingual Instruction Program (TBIP) funds are allocated by the State and may only be used for the specific purpose of English language development for eligible multilingual English learners, meaningful access to academic content, and supplemental academic and language support for recently exited students. TBIP funds can supplement basic education funds to provide effective English language development instruction in all tiers of instruction to ensure access and support for all eligible English learners.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • TBIP funded language acquisition specialist co-plans, co-teaches, and co-assesses in a Tier 2 reading support program.

Title IV, Part A

Under the Safe and Healthy Students focus, Title IV, Part A funds may be used to support a variety of programs that positively impact safe and supportive learning environments, as well as students' physical, social, emotional, and mental health. This is an opportunity for schools to promote activities that are inclusive of all students and/or to target services to specific students.

Examples:

- Provide social emotional learning (SEL) support for all students and for students needing additional supports (e.g., Tier 2 and/or Tier 3).
- Use funds to purchase SEL curriculum and provide training for all staff on its use, as well as training on how to integrate SEL into all areas of academic instruction (e.g., Tier 1).
- Use funds to purchase a universal screener to provide a baseline to improve teaching strategies for student small group interventions. Funds may be used to hire additional staff and/or provide advanced staff training to work with identified students in small groups.
- Use funds to provide additional staff hours for guidance counselors or to contract with expert external partners to work with students one-on-one (e.g., Tier 3).

Highly Capable Program

The state Highly Capable Program (HCP) funds are required to be used to identify and support highly capable students. The MTSS Model may be used to determine the level of advanced learning opportunities for students identified as highly capable. District staff can use the MTSS model to identify the strengths and abilities of the student and provide advanced services, including accelerated learning and enhanced instruction.

Examples:

- Implement instructional models like curriculum compacting; tiered instruction and assignments for depth, complexity, and higher order skill development; grouping practices to allow for a likeability group; or learning contracts (e.g., Tier 1).
- Assign students to an endorsed HCP teacher to provide instruction that is specifically designed for HCP students. Additionally, social/emotional small group or individual support may be provided (e.g., Tier 2).
- Provide HCP students opportunities to be accelerated into advanced content in specific domains (literacy and/or math) or into advanced grade levels (e.g., Tier 3).

IDEA, Part B

IDEA, Part B funds must be used only to pay the excess costs of providing a free and appropriate education (FAPE) to students with disabilities. Students with IEPs may receive instruction at any tier in MTSS in coordination with the supports provided in their IEPs.

Examples:

- Provide supplementary materials, curricula, and services specific to the needs of only students with Individualized Education Programs (IEPs), in any of the three tiers of instruction and intervention.
- Provide support to address the needs of Twice Exceptional or 2E students, those with IEPs or Section 504 plans who are highly capable.
- Provide supplementary assessments and accommodations that are necessary to include students with disabilities in any LEA assessment process (e.g., an alternate assessment for reading administered to eligible students with significant cognitive disabilities on the same schedule as the LEA's reading assessment administered to all other students).
- Hire staff members whose participation in instruction, problem-solving, data analysis, and professional learning relates to students with disabilities (e.g., special education teacher, school psychologist, learning consultant, behaviorist, and social worker).
- Provide activities to promote parent and family engagement and positive school climate when including students with disabilities and/or their families.
- Provide supports, interventions, and activities necessary for the meaningful integration/inclusion of students with disabilities.
- Identify activities to help reduce paperwork, including expanding the use of technology in the IEP process (e.g., a data management system, such as an Instruction Improvement System).
- Provide a student with an IEP, a specific software program during small group time to supplement the small group instruction provided to other students in the literacy block (e.g., general education class, Tier 1) as per the student's IEP. IDEA, Part B funds may be used to purchase the software.

<p>IDEA, Part B, Coordinated Early Intervening Services (CEIS)</p>	<p>LEAs may use up to 15% of their IDEA, Part B funds to assist students in grades K–12 who do not currently have an IEP, but who require additional academic and behavioral support.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use IDEA, Part B-CEIS funds to pay for the teacher and the materials for that intervention for those identified students. The students receiving this intervention would be part of the CEIS tracking mechanism. • Provide behavioral interventions to students who are not identified as students with disabilities who receive a certain number of office referrals as part of a Positive Behavioral Interventions and Support (PBIS) initiative. • Fund reading of mathematics specialists to work with students who do not have IEPs who have not reached grade-level proficiency in those subjects. The students receiving this intervention would be part of the CEIS tracking mechanism.
<p>Title V, Part B, Rural Education Initiative (SRSA/REAP/RLIS)</p>	<p>Anytime an activity is allowed under Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A then it is also allowed under Title V, Part B for eligible LEAs.</p>

Examples of State and Federal Program Funded Activities to Support Multi-Tiered System of Supports

The table below provides examples of how federal and state program funds may be coordinated to support implementation of MTSS. There may be specific requirements under each of the state and federal programs to consider before implementing. To meet these requirements, consult with your district’s program directors.

LEA Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS
LEA MTSS Coordinator to coordinate the LEA program, review overall progress of schools, and lead the development of the LEA’s MTSS implementation plan.						X			
Universal Mental/Behavioral Health screener purchased for all schools in the LEA.						X			
Academic coaches to provide teachers embedded professional development on MTSS implementation, student intervention plans, and data analysis.	X	X			X	X	X		
Professional development, including job embedded supports, for interventionists or existing teachers for effective MTSS implementation (Tiers 2 and 3).	X	X	X	X	X	X	X		
LEA-level early warning data system software and materials to improve the academic achievement of students achieving below grade level.						X			
Academic interventionists to work with students to improve the academic achievement of learners who struggle.	X	X	X		X		X	X	X

School Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS
School-level early warning data system software and materials to improve the academic achievement of students achieving below grade level.	X	X				X			
Teacher materials and supplies.	X	X	X			X	X	X	
Student materials and supplies.	X	X	X			X	X	X	
Academic interventionists to work with students to improve the academic achievement of learners who struggle.	X	X					X	X	
Professional development, including job embedded supports, for interventionists or existing teachers for effective MTSS implementation (Tiers 2 & 3).	X	X	X	X		X	X		
Support the use of progress monitoring data to improve services for students.	X	X	X	X		X	X	X	

Braiding Funds for an Integrated Multi-tiered System of Supports (MTSS)

Data

Each spring, an LEA facilitates a school-wide data dive, where all staff review student performance data from benchmarks given in fall, winter, and spring in reading, mathematics, and behavior. During this data dive, staff from the LEA notice that 43% of their students who scored below the 25th percentile in fall remained below the 25th percentile in spring after a year of instruction. In addition, LEA staff noticed that over 80% of students with disabilities and 86% of English learners are not meeting the state standards in reading. Many of the students with disabilities and English learners struggling in the area of reading, mathematics, or both, also had higher rates of office disciplinary referrals and suspension and expulsion than their peers not struggling in reading and mathematics.

Activity

A Title I, Part A, Schoolwide school in this district, following the completion of a Comprehensive Needs Assessment (CNA), decided to implement an MTSS framework – a comprehensive, integrated, tiered approach to address the academic and non-academic needs of each student who does not respond to core instruction and other universal supports.

They decided that they would use Title I, Part A funds to hire a consultant and provide educators with professional learning opportunities to ensure effective implementation of interventions. Title I, II, Learning Assistance Program (LAP), and IDEA CEIS funds were used to assist with the selection and implementation of assessments to improve instruction and student academic achievement, including providing time for teachers to progress monitor multiple sources of student data and assess the student's response to an intervention.

Because there are students without disabilities in need of additional support in a small group (i.e., Tier 2 intervention in reading), IDEA Part B-CEIS funds are also used to pay for the teacher, materials, and tracking for that intervention for those students.

Title I, Part C funds helped to provide professional learning to staff for understanding the migratory lifestyle and instructional strategies for addressing the needs of migrant students.

In addition to Title I, Part A funds, LAP funds contributed to hiring and paying for intervention staff, a family engagement coordinator, and a behavioral specialist to provide Tier 2 and Tier 3 supports. Funds were also used to purchase supplemental ELA and behavioral materials designed to support students receiving Tier 2 and Tier 3 support.

IDEA, Part B funds contribute to activities to promote parent and family engagement and positive school climate when including students with disabilities and/or their families.

Title IV, Part A funds, and IDEA, Part B funds were used to contribute to costs associated with implementing Schoolwide Positive Behavioral Interventions and Supports (SWPBIS). SWPBIS will ensure proactive and positive instruction and reinforcement of expectations and behavior across

all environments for all students by all staff and a data system for monitoring behavioral incidents.

LAP and Title II funds were used to help train educators to identify and refer students to interventions within the school and in the community who may show signs of emotional or behavioral distress related to trauma.

Expected Outcomes/Timeline

After 1–3 years of MTSS implementation it is expected that the knowledge and skills of educators to address intervention needs for students will increase. Infrastructure will be established to increase the likelihood of precise screening and progress monitoring practices leading to better identification of instructional levels and delivery of instruction.

Students with disabilities, English language learners, and other students with intensive needs will experience increased instructional time as a result of the decrease in ODRs, suspension, and expulsion. Other non-academic needs such as mental health and dental are more effectively addressed at this school.

The number of students needing Tier 2 and Tier 3 support will decrease with the high-fidelity implementation of core instruction, assessment, and early intervention, reserving the most intensive and expensive resources for students with demonstrated need. Finally, outcomes for students with disabilities, English learners, and students with intensive needs will improve.

Braiding Funds for Intervention Services Students with Disabilities - by Darcy Johnson, ESD 171

Data

Students with disabilities learning in a general education classroom at grade level, had higher growth than the same population in a “replacement” special education classroom. The first year we compared peers based on their placement in CORE or REPLACEMENT.

- Expected one year ELA growth in Lexile at middle school is 75.
- Students in general education at grade level instruction: ELA Lexile growth 152.
- Students in replacement class (no general education peers): ELA Lexile growth 21.

Activity

Middle School A completed a year of Plan-Do-Study-Adjust and with the data above wanted to increase General Education Staff in excess of their proto-typical school funding. This would reduce the number of needed Special Education staff and classified, however those funds had typical been federal/state Special Education dollars (program codes 2100/2400)

This opportunity for students could fall within three specific initiatives: Multi-tiered Systems of Support, grade level literacy rates, or positive school climate. We reviewed funding sources that had historically had not been spent at 100% to find opportunity for additional funding.

- LAP funds were spent on professional development. More inclusive settings take support and training. The first year was heavy on PD as the staff worked to increase the Least Restrictive Environment for students to be in grade level core classes.
- Title 1, Part A dollars were spent for screening materials for easy and accessible data for teachers.
- IDEA funds were used to partially fund teaching staff.

Outcomes

2023MAP ELA											
Grade	6th				7th				8th		
Test Term	Fall	Spring	Growth		Fall	Spring	Growth		Fall	Spring	Growth
Norm RIT	212.3	216.4			216.3	219.7			219.3	222.4	
ALL	208	213.6	60.1		215.2	219.7	58.9		220.7	224	53.6
Female	210.1	215.7	61.8		216.1	220.4	57.7		221.3	224.8	52.8
Male	205.9	211.4	58.3		214.3	219	60.1		220	223.1	54.5
Hispanic	205.8	211	59.9		210.2	214.9	56.8		216.3	219.6	47.9
Caucasian	210.7	216.4	60.2		218.9	223.1	58.8		223.5	226.5	55.3
Special Ed.	188.3	195.3	63		199.6	206.2	52		202.2	203.8	40
ELL	189.3	194	47		199.1	201.8	40		207.1	212.9	43

2023 MAP MATH											
Grade	6th				7th				8th		
Test Term	Fall	Spring	Growth		Fall	Spring	Growth		Fall	Spring	Growth
Norm RIT	219.6	225.6			225.6	230.5			230.2	234.5	
ALL	217	222.1	46.9		225.4	230.5	57.3		232	236.1	53.2
Female	217.3	222.4	45.8		224.3	229.8	58.7		231.2	235.9	55.1
Male	216.7	221.7	48.1		226.5	231.2	55.9		232.9	236.4	50.8
Hispanic	213.8	218.4	40.7		219.9	225	52.5		228.7	231.7	49
Caucasian	220.4	225.7	50.6		229.7	234.9	62.2		234.4	239.2	55.8
Special Ed.	196.3	201.1	49		205.7	209.6	40		208.5	213.5	46
ELL	197.3	202.1	60		204.3	213.7	80		219.5	223.5	36

Professional Learning

How Federal Funds May be Used to Support Professional Learning

Definition of Professional Learning

Washington State law, adopted by the Legislature in March 2016, delineates professional learning standards for content, process, and context ([HB 1345](#)).

The term "professional learning" means a comprehensive, sustained, job-embedded, and collaborative approach to improving teachers' and principals' effectiveness in raising student achievement. The definition is codified in [RCW 28A.415.430](#).

ESSA defines professional development as activities that are an integral part of school and local educational agency strategies for providing educators...with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards; and are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ([View ESSA](#))

Standards for Professional Learning

Standards for professional learning provide guidance on the preparation and delivery of high-quality professional learning to those responsible for planning, facilitating, and sponsoring professional learning.

Washington State Standards for Professional Learning align well with those of Learning Forward, a national organization devoted exclusively to advancing professional learning for student success. These standards establish clear expectations for districts, schools, and educational agencies to implement high-quality professional learning.

Content

Clear goals and objectives relevant to desired student outcomes that are aligned with state, district, school, and educator goals and priorities ([RCW 28A.415.432](#), 1 a–b).

Process

Based on data analysis and measured to determine that it meets targets; promotes collaboration to achieve identified goals; advances educators' ability to apply professional learning to specific content; and models good pedagogical practice ([RCW 28A.415.432](#), 2 a–e).

Context

Makes use of relevant resources to meet goals; facilitated by a knowledgeable professional; and designed so that sessions connect and build upon each other for a coherent and useful learning experience for educators ([RCW 28A.415.432](#), 3 a–c).

Below you will find strategies and examples a school or LEA may support with specific federal and state funds to implement Professional Learning. These do not represent all the strategies and activities that may be paid for with federal funds for this purpose. Work with your district’s program directors to identify funds which may be used to support identified activities for your students.

For more information on whether a specific activity or program may be funded with a specific federal and state funding source, consult the law, or contact the appropriate program office (see list of contacts in Appendix A).

Funding Source	Sample Activities/Strategies that may be Funded
Title I, Part A	<p>Title I, Part A funds may be used to support professional learning opportunities for staff working on addressing the needs of struggling learners in Title I buildings. Students receiving Tier 2 and/or Tier 3 levels of support.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide collaborative time before, during, or after school for teachers. • Provide coaches and other supports to help teachers improve instructional practices (e.g., salary for a coach, and stipends to educators to attend trainings after school, in summer). • Provide professional learning opportunities on the use of data to inform curriculum and instruction and to set goals for student growth. • Extend mentoring and peer supports for new and/or struggling teachers. • Build capacity and skills among teachers, pupil services personnel, principals, and staff related to outreach and communication, and ways to work with parents as equal partners.

Learning Assistance Program	<p>Learning Assistance Program funds may be used for targeted professional learning experiences for educators working with LAP-served students receiving Tier 2 and/or Tier 3 supports. All activities should be data-informed and align with the identified needs of LAP-served students.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide coaches to help teachers improve instructional practices to support students not yet at grade level in ELA, mathematics and/or behavior. • Provide training and coaching on data review and effective use of diagnostic and/or progress monitoring tools to improve instruction for students receiving Tier 2 and 3 services. • Provide training and coaching on implementation of supplemental curriculum for Tier 2 and 3 services in ELA, mathematics and/or behavior.
School Improvement	<p>Improvement funds are available to schools identified as eligible for Tier 3 and 3 Plus supports through Washington’s School Improvement Framework (WSIF), as well as to certain other identified districts and entities (e.g., Required Action Districts).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Additional contracted or certificated hours to engage in Professional Learning Communities (PLCs), professional development opportunities (embedded into a scope and sequence of learning), time with consultants/coaches to address implementation of improvement activities. • Funding to contract with providers of coaching/consultancy and/or professional development procured through local, state, and federal regulatory procedures. • Funding for materials/supplies that support professional learning opportunities and structures. • Provide mentoring and peer supports for new teachers and ongoing development.

Title II, Part A

Title II, Part A funds may be used to support professional learning for teachers and their instructional paraeducators, and principals and other building administrators (responsible for the day-to-day operations of the school building).

Professional learning must be "sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data driven, and classroom focused."

Examples:

- Provide supplemental training to improve building principals' abilities to evaluate and provide feedback and support to teachers and leaders.
- Provide stipends for teacher leaders to engage in informal observations and peer coaching.
- Provide substitutes for novice teachers to observe veteran teacher's classrooms.
- Provide instructional coaches to help teachers improve instructional practices (e.g., salary for a coach, and stipends for teachers to attend trainings outside of contracted hours (after school, in summer)).
- Provide professional learning opportunities on the use of data to inform curriculum and instruction and the development of academic interventions for students, and to set goals for student growth.
- Provide mentoring and peer supports for new and/or struggling teachers.
- Provide professional learning activities across a range of grade and content areas that are aligned to LEA and school goals.
- Provide training and coaching on effectively using data management systems to improve instruction.
- Provide professional learning to improve the skills of teachers, principals, or other school leaders to enable them to identify students who are gifted and talented and provide instruction based on needs of the students.
- Provide training and coaching on how to integrate career and technical education and workforce skills into curriculum and instruction.
- Provide dedicated collaborative time for teams of teachers to develop and deliver professional learning.
- Create opportunities for teachers to develop portfolios of work for purposes of self-reflection and to provide evidence

	<p>of effective instruction.</p> <ul style="list-style-type: none"> • Provide training, technical assistance, and capacity-building around assessments to assist teachers and principals, with selecting and implementing formative assessments, and using data from such assessments to improve instruction and student academic achievement. <p>Title II, Part A funds may be used to provide professional learning to all school staff related to:</p> <ul style="list-style-type: none"> • Recognizing and preventing child sex abuse. • Recognizing and referring a student with trauma or mental health concerns, to ensure the student receives the supports they need. • Preventing drug and alcohol abuse and improving student safety and attendance.
<p>Title III, Part A</p>	<p>Title III, Part A funds may be used to provide training to improve the instruction of English learners, such as understanding second language acquisition and instructional strategies that promote meaningful access to instruction for eligible multilingual English learners. Training must be of sufficient duration and intensity to have a positive and lasting impact on teachers’ performance in the classroom. Short-term or one-day events cannot be included unless they are part of an educator’s comprehensive professional learning plan.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide instructional coaching to model instructional strategies and support general education teachers and interventionists in implementing effective English Language Development instructional strategies. • Professional learning that significantly increases the subject matter knowledge and instructional strategies for language specialists and ELD teachers across content areas. • Create additional collaboration time for bilingual education and ELD teachers or language specialists to collectively plan, review data, and align the ELD curriculum to the Washington state learning standards. • Establish common planning time to support co-planning, co-teaching, and co-assessing, review data, and increase meaningful access to the school curriculum.

Transitional Bilingual Instruction Program	<p>TBIP funds may be used to provide professional learning for teachers and instructional paraeducators, to increase the effectiveness of TBIP program services for eligible multilingual English learners.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Provide research-based professional development activities targeted toward second language acquisition.
Title IV, Part A	<p>Title IV, Part A funds may be used for professional learning under all three content areas described in ESSA.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Support a Well-Rounded Education by providing time for teachers to develop and/or revise curriculum in areas that enrich educational opportunities (e.g., STEM, accelerated learning, civics, music, arts, and world languages programs). • Provide professional learning for school staff in the areas of social and emotional support or student academic and career supports connected to the program purpose. • Promote the Effective Use of Technology by helping educators identify and use openly licensed educational resources (OER) or allowing them to work together and with community partners or experts in subject matter across the world. • Deliver specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technologies. • Increase access to accelerated learning opportunities.
Highly Capable Program	<p>The state Highly Capable Program (HCP) funds are required to be used to identify and support identified highly capable students.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Provide professional learning that focuses specifically on practices to identify and serve low-income students, Twice Exceptional (2E) advanced learners who have IEPs, and multilingual advanced learners. • Provide professional learning on effective instructional practices to meet academic, social, and emotional needs for highly capable students.

IDEA, Part B	<p>IDEA, Part B funds must be used only to pay the excess costs of providing a free and appropriate education (FAPE) to students with disabilities.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Provide coaching and professional learning to assist teachers, counselors, and other staff in delivering improved instruction for students with disabilities (can include special education and general education teachers, counselors, and other staff who serve students with disabilities).
IDEA, Part B, Coordinated Early Intervening Services	<p>LEAs may use up to 15% of their IDEA, Part B funds to assist students in grades K–12 who do not currently have an IEP, but who require additional academic and behavioral support.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide training for school staff responsible for running the in-school suspension program. • Provide professional development for teachers and paraeducators on the use of adaptive and instructional software that will be used for students who are not identified as students with disabilities but are in need of additional support.
Title V, Part B, Rural Education Initiative (SRSA/REAP/RLIS)	<p>Anytime an activity is allowed under Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A then it is also allowed under Title V, Part B for eligible LEAs.</p>
Beginning Educator Support Team (BEST) Grant (New)	<p>BEST funds may be used to support professional learning for first and second-year teachers, Education Support Associates (ESAs), and principals. These funds may also be used to support professional learning for their mentors.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide an instructional orientation in August for new teachers on preparing for the first day, week, and month of school. • Send a principal or mentor to the AWSP Principal Mentor Academy. • Provide time after school for an experienced school counselor to mentor a first-year counselor. • Send a district team to the BEST Symposium in March.

Teacher and Principal Growth and Evaluation (TPEP) Grant (New)

The TPEP Training Grant funds are allocated to districts annually in support of implementing the performance-based evaluation system known as "TPEP" (Teacher and Principal Evaluation Program). Funds may be used to support professional learning that supports implementation of new initiatives and a deeper dive and application of the instructional and leadership frameworks. The focus of these funds is to promote systems and strategies that support feedback, reflection and growth for educators who support the learning of students.

- Professional learning for new or new-to-framework teachers, principals, and assistant principals, in their district's instructional framework (CEL 5D+, Danielson, or Marzano), and for principals and their evaluators in the AWSP Leadership Framework.
- Professional learning that supports a deeper dive into the instructional and leadership frameworks to grow the practice of teachers, principals and assistant principals, and their evaluators.
- Professional learning on the evaluation system, including setting student growth goals, use of the eVAL evaluation management system, and rater agreement.

Examples:

- A new principal attends six days of Danielson training, as required.
- An instructional coach provides professional learning for a team of teachers who have identified differentiation, Criterion 3, as an area for growth.
- The teachers at a middle school bring in their ESD eVAL trainer to help them use the student perception survey tool in eVAL to develop and administer student perception surveys correlated to their instructional framework and use the results to determine their Focused evaluation goals.
- A district's veteran principals attend the "Equity in Your Framework" training at their ESD.

Examples of Activities Supporting Professional Learning

The table below provides examples of how federal and state program funds may be coordinated to support professional learning. There may be specific requirements under each of the state and federal programs to consider before implementing. To meet these requirements, consult with your district's program directors.

LEA Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS	BEST	TPEP
Hire or contract with instructional coaches to assist teachers in improving instruction.	X	X		X	X		X	X	X		X
Provide teacher mentoring in schools.	X	X		X	X			X	X	X	X
Provide induction programs for new teachers in schools.	X	X		X				X		X	X
Provide professional learning for teachers to increase the effectiveness of the Transitional Bilingual Instruction Program services for eligible English learners.	X	X		X	X	X	X				
Provide supplemental training to improve building principals' abilities to evaluate and provide feedback and support to teachers and leaders.		X		X				X			X

School Level Activities	Title I, Part A	School Improvement	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	CEIS	BEST	TPEP
Provide stipends and/or release time to permit effective teachers to support other teachers to improve instruction.	X	X		X	X		X	X	X		X
Hire school-based instructional and/or behavioral coaches.	X	X			X	X	X	X	X		
Provide professional development activities involving collaborative groups of teachers and administrators.	X	X	X	X	X	X	X	X	X		X
Provide professional development for teachers in content knowledge and in differentiated instructional strategies.	X	X	X	X	X	X	X	X	X		X
Provide professional development activities that focus on improving student behavior in the classroom and identifying early and appropriate interventions to help students who struggle.	X	X	X	X		X	X	X	X		X
Add time to the day or redesign the school schedule to provide teachers with collaborative planning opportunities.	X	X		X		X					
Hire school-based content and/or behavior experts to mentor and support other teachers.	X	X		X		X	X				
Purchase effective instructional materials to meet the needs of students with disabilities	X	X				X		X			

Plan and implement new learning environments supportive of all learners, including students with disabilities, within an inclusive setting (depending on how this is implemented, IDEA might only be able to pay).	X	X					X				
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Braiding Funds to Provide Professional Learning

Data

An LEA has identified through their data that 62% of their students with disabilities and 90% of their EL students are not meeting the state standard in ELA.

Activity

School A receives Title I, Part A funds, is identified as a school for Targeted support as a result of three of its student groups and chooses to provide a two-year long series of professional learning opportunities on Universal Design for Learning (UDL) for staff working to address the needs of students with disabilities and specialized literacy instruction for staff working to address the needs of English learners. The school could use Title I, Part A funds to provide the collaboration time before, during, or after school for training and application of professional learning. Funding for the actual professional development content and delivery can be sourced from Title I, Part A; Title II, Part A; Title III, Part A; and the Tier II Targeted school improvement grants.

Knowing that effective professional development is also supported by regular coaching to facilitate application into teaching practices, there are several sources of funding for coaching. Title I, Part A and Title II, Part A funds can be spent on instructional coaching. The LEA might also decide to contribute funds it receives under the Learning Assistance Program (LAP) to provide coaching support to improve instructional practices of these students not yet on grade level. Because School A is identified for Tier II Targeted supports, the LEA can request the coaching support for students with disabilities and English learners from the OSPI Office of System and School Improvement's Support (OSSSI) Teams. Title III, Part A funds is another funding source for coaching support for the English learners. IDEA, Part B is another funding source for coaching support for students with disabilities.

In this scenario, multiple funding sources are consolidated to support providing professional learning both in professional development but also ongoing instructional coaching for Universal Design for Learning and specialized literacy instruction. The activities are allowable under each applicable grant, yet these funding sources continue to maintain their identity and expenditures for each source and are documented by the school or LEA.

Expected Outcomes/Timeline

Over the next three years with ongoing monitoring the school saw an increased number of students who reached proficiency in English for English learners and proficiency and growth for students with disabilities.

Supporting Literacy

Literacy is the foundation for lifelong learning. It enables individuals to continue acquiring new knowledge and skills throughout their lives, adapting to new challenges and opportunities.

Literate individuals consume and create information across a wide range of mediums to communicate in the 21st century. It is essential for success in school, the workplace, and daily life. Literacy is often viewed as a fundamental human right because literacy skills profoundly affect a person's overall quality of life and support socioeconomic advancement.



Investing funds in literacy support for students is crucial for student success. By investing in literacy support at an early age, districts may reduce the long-term costs associated with special education programs. Investing in literacy supports throughout K–12 school systems can help close achievement gaps by providing targeted interventions to students who need them most. Proficient readers and writers are better equipped to think critically, analyze information and make informed decisions. These skills are vital for active citizenship and participation in a democratic society and equipping students with the tools they need for future employability. Please visit the [OSPI ELA homepage](#) for additional information on ELA topics.

How State and Federal Funds May be Used to Support Literacy

Below you will find strategies and examples a school or LEA may support with specific federal and state funds to support implementation of [Washington literacy requirements](#). These do not represent all the strategies and activities that may be paid for with state and federal funds for this purpose. Work with your district's program directors to identify funds which may be used to support identified activities for your students. For more information on whether a specific activity or program may be funded with a specific federal or state funding source, consult the law or contact the appropriate program office (see list of contacts in Appendix A).

Funding Source	Sample Activities/Strategies That May Be Funded
Title I, Part A	<p>Title I, Part A funds may be used to provide Literacy support services for students that are not at grade-level standard in English language arts. Schoolwide and Targeted assistance programs have a required comprehensive needs assessment component. Therefore, the comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses influencing student performance. It also sheds light on the needs of the entire program.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Hire a curriculum coordinator to create formative literacy assessments (short quizzes, exit tickets) strongly aligned to the Washington State K–12 Learning Standards and English Language Proficiency Standards. • Create before school or after school programming or summer school with a focus on targeted literacy practice. • Invest in teacher-librarians, library media and other literacy specialists to support literacy instruction and engagement through the delivery of instructional supports and co-teaching. • Provide literacy coaches, English Learner coaches, and instructional coaches to provide high-quality, school-based professional learning in instructional best practices related to language and literacy development. • Engage families in afterschool family literacy programs that integrate the following activities: <ul style="list-style-type: none"> ○ Interactive literacy activities between parents and their children. ○ Training for parents’ engagement in the education of their children. ○ Adult literacy training. • Provide differentiated, data-driven, small-group instruction for reading intervention. • Support best practices in preschool literacy curricula. • Use a data dashboard or data management system to track and analyze data for targeted interventions and/or hiring a data expert to build teacher capacity in tracking and drawing actionable conclusions from student data.

Title I, Part C	<p>Title I, Part C funds may be used to:</p> <ul style="list-style-type: none"> • Provide before school, after school, Saturday, winter or spring intersession, or summer programs focused on strengthening vocabulary development and comprehension. • Provide training and support to the family to strengthen literacy in the home PK–12. • Provide early learning opportunities focused on strengthening readiness skills in literacy. • Provide additional support in the classroom to eligible migrant students focused on increasing literacy skills. • Provide additional literacy supports through program partnerships such as a reading camp or similar organization.
Learning Assistance Program	<p>Learning Assistance Program funds may be used for a variety of data-informed and evidence-based interventions for LAP-served students in need of Tier 2 and 3 support in ELA.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Create before school or after school programming or summer school with a focus on targeted reading practice. • Provide literacy specialists to support literacy instruction and engagement through the delivery of instructional supports and/or co-teaching to LAP-served students. • Hire literacy coaches, multilingual coaches, and instructional coaches to provide high-quality, school-based professional learning in instructional best practices related to literacy development for LAP-served students. • Provide training, instructional coaching, and collaboration to support staff understanding of effective literacy intervention strategies to support LAP-served students in meeting standard. • Provide family literacy services, parent and family outreach, and training activities to LAP-served students and their families. • Engage families in after school family literacy programs. • Provide differentiated, data-driven, small-group instruction for students who have not yet met standard in ELA.
School Improvement	<p>Improvement funds are available to schools identified as eligible for Tier 3 and 3 Plus supports through Washington’s School Improvement Framework (WSIF), as well as to certain other identified districts and entities (e.g., Required Action Districts).</p> <p>All funds are expressly intended for implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs),</p>

	<p>LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.</p> <p>Plans must be based on annual needs assessment, be informed by WSIF indicators and the state’s long-term goals which drove identification, as well as resource inequities that perpetuate disparities in educational achievement.</p> <p>Use of improvement science principles must be incorporated in the drafting, review, adjusting, and implementation of the goals within an improvement plan. Activities in plans must be centered on the use of evidence-based and research-oriented approaches. Additionally, incorporation of the broader school and community must be a facet of the improvement planning process from the beginning and throughout.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Additional contracted or certificated hours to engage in Professional Learning Communities (PLCs), professional development opportunities (embedded into a scope and sequence of learning), time with consultants/coaches to address the implementation of improvement activities. • Funding to contract with providers of coaching/consultancy and/or professional development procured through local, state, and federal regulatory procedures. • Funding to contract with providers of data collection and analysis. • Funding for materials/supplies that support professional learning opportunities and structures in this area. • Funding for supplies/materials and evidence-based, research-oriented content that advances student literacy.
<p>Title II, Part A</p>	<p>Title II, Part A funds may be used to support professional learning for teachers, principals, and other building administrators (responsible for day-to-day operations of the school building). Instructional paraeducator may receive the same professional learning as teachers as it relates to classroom instruction.</p> <p>Professional learning must be “sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data driven, and classroom focused.” (ESSA 8101 (42)(B))</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide training for teachers and principals around

	<p>curriculum review, analysis, and evaluation, ensuring alignment of the literacy program to the Washington State K–12 Learning Standards and English language proficiency standards.</p> <ul style="list-style-type: none"> • Provide literacy coaches, multilingual coaches, and instructional coaches to provide high-quality, school-based professional learning in instructional best practices related to language and literacy development. • Provide training on how to integrate literacy and language instruction into other subject areas such as mathematics and science. • Support professional learning communities (PLCs) for sharing best practices around literacy and language instruction, assessment, intervention, and data review. • Provide teachers with additional time to review student literacy and language data to effectively create and respond to assessment results (e.g., stipends for teachers to conduct data reviews once a week as an activity above and beyond the normal review time that occurs during contracted hours). • Train teachers, school leaders and administrators to effectively use technology to support student success in literacy (e.g., using available programs to utilize data tracking effectively), and/or training on effectively using a data management system to help improve instruction and decision-making. • Support effective instructional school library services to support literacy.
<p>Title III, Part A</p>	<p>Title III, Part A funds may be used to increase the effectiveness of English language development and American Indian/Alaska Native literacy programs for eligible students.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Family literacy nights for the families of eligible students. • Long-term professional learning on research and evidence-based practices that support the literacy development of multilingual learners. • Supplemental materials designed to support eligible students in English literacy development. • Provide supplemental materials that support teachers with scaffolding instruction for the proficiency and literacy levels of eligible multilingual English learners. • Extended day or extended year language and literacy development programs for eligible students.

Title IV, Part A	<p>Under the Safe and Healthy Students focus, Title IV, Part A funds may be used for direct services and professional learning for school staff in school readiness and academic success.</p> <p><i>Examples:</i> Provide related support services in that may include:</p> <ul style="list-style-type: none"> • Social emotional learning training to educators. • Family, parent, and community involvement opportunities. • School-based health and mental health services.
Highly Capable Program	<p>The state Highly Capable Program (HCP) funds are required to be used to support identified HCP students. HCP funds may be used to provide advanced/accelerated instruction for HCP students. HCP funds are to be used to support programs which build upon the strengths and abilities of the child for advanced program options.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide instructional models that are appropriate for HCP students such as curriculum compacting, higher order skill development, grouping practices to allow for a likeability group; or learning contracts. • Provide the HCP students with an HCP teacher that will provide direct student instruction and support during the regular school day instead of placement in the regular classroom. • Provide subject or grade level acceleration.
IDEA, Part B	<p>IDEA, Part B funds must be used only to pay the excess costs of providing a free and appropriate education (FAPE) to students with disabilities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide professional development for educators working with students with disabilities on literacy goals/services. • Provide supplemental specially designed literacy instruction in an intensive burst to catch the student up to grade level in accordance with the IEP. • Provide family activities supporting literacy initiatives for students with disabilities including parent training, literacy materials, and technology for use in the home. • Provide support to address the needs of Twice Exceptional or 2E students, those with IEPs or Section 504 plans who are also highly capable.
IDEA, Part B, Coordinated Early Intervening Services	<p>LEAs may use up to 15% of their IDEA, Part B funds to assist students in grades K–12 who do not currently have an IEP, but who require additional academic and behavioral support.</p>

	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Extend student learning time by offering after school or summer tutoring for at-risk students on literacy. • Provide a co-teacher to assist with literacy instruction specifically aimed at second grade students who did not meet the beginning of year benchmark.
<p>Title V, Part B, Rural Education Initiative (SRSA/REAP/RLIS)</p>	<p>Anytime an activity is allowed under Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A then it is also allowed under Title V, Part B for eligible LEAs.</p>
<p>Beginning Educator Support Team (BEST) (New)</p>	<p>BEST funds may be used to support professional learning for first and second-year teachers, Education Support Associates (ESAs), and principals. These funds may also be used to support professional learning for their mentors.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Provide an orientation in August or professional learning later in the school year for new teachers on the district’s literacy program.
<p>Teacher and Principal Growth and Evaluation (TPEP) (New)</p>	<p>For this initiative, the TPEP Training Grant funds may be used to support professional learning that supports a deeper dive into the instructional and leadership frameworks to grow the practice of teachers, principals, assistant principals, and their evaluators.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • A grade-level team attends professional learning on rich literacy instruction to support them in attaining their student growth goal and learning for Criterion 4, providing a clear an intentional focus on subject matter content and curriculum.

Examples of Activities to Support Literacy

The table below provides examples of how federal and state program funds may be coordinated to support literacy. There may be specific requirements under each of the state and federal programs to consider before implementing. To meet these requirements, consult with your district’s program directors.

LEA Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS	BEST	TPEP
Purchasing supplemental instructional materials.	X	X	X		X		X	X			
Supporting data analysis.	X	X	X	X	X		X	X	X		
Teacher mentoring and coaching.	X	X		X	X		X	X	X	X	
Professional development activities.	X	X	X	X	X		X	X	X		X
Principal academies to improve the instructional leadership skills of principals.	X	X		X				X			X

School Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS	BEST	TPEP
Purchasing effective instructional materials, including intervention materials for students who struggle.	X	X	X		X		X	X	X		
Staff or educator mentoring and coaching.	X	X		X	X		X	X	X	X	
Professional development on effective instructional practices for staff or educator, and principals (including stipends to teachers for participating in professional development and release time).	X	X	X	X	X		X	X	X	X	X
Academic interventionists to work with students to improve the academic achievement of learners who struggle.	X	X	X				X	X	X		
Stipends and release time for mentor teachers.	X	X		X				X		X	
Support the use of progress monitoring data to improve services for students.	X	X		X	X			X	X		

Purchasing effective instructional materials to meet the needs of students with disabilities.	X	X					X	X			
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Braiding Funds for Literacy

Data

A Title I school reviews its rates for referrals for a special education evaluation and notices an increase in referrals in 3rd grade related to reading difficulties. Some of the students referred are English learners. Additionally, the school determines that some students are not reading at grade level because of frequent behavior issues that result in classroom removal.

Activity

IDEA Part B funds are used to provide professional development to all staff on distinguishing second language acquisition from the presence of a disability. The school contracts with a consultant using Title III funds to provide professional development on research and strategies for effective literacy instruction for English learners. Title I, Title II, and Title III funds are used to hire an instructional coach with expertise in literacy instruction and English language acquisition who supports implementation of these strategies. The instructional coach models effective instruction in 2nd grade classrooms with the highest number of students not at grade level. With TBIP funds, the school hires an EL-endorsed teacher to ensure that all eligible English learners are receiving language instruction. Through district assessments (Basic Education-funded), the school identifies 2nd grade students who are not reading at grade level. Trained paraeducators charged to LAP and IDEA, Part B-CEIS, provide push-in support during the ELA block. They also work with small groups using a reading intervention curriculum purchased with LAP and IDEA, Part B-CEIS. To address behavior, LAP and IDEA, Part B, funds support the building wide PBIS program. The instructional coach provides cultural competence training to teachers regarding cultural nuances to behavior.

Expected Outcomes/Timeline

The following year, the school documented a reduction in rates for referrals for a special education evaluation in 3rd grade students due to reading difficulties. The school saw an increase in English learners testing proficient on ELPA21. Students identified as receiving LAP behavior services showed above average growth in reading.

Braiding Funds for Intervention Services in Reading for Struggling Students in Rochester School District

Data

Rochester School District identified through their data that all their K–5 EL students were not meeting state standards in ELA based on iReady diagnostic assessments. Rochester currently does not have a certificated EL teacher providing instruction to students in the TBIP and/or Title III program. The district has a standard block in the daily schedule for K–5 intervention times Monday through Thursday.

Activity

Rochester chose to braid both TBIP and LAP (District Base or High Poverty) funds to provide targeted interventions from a certificated EL teacher in lieu of paraprofessionals. In addition to providing effective instruction, this would meet both OSPI and OCR guidance requiring that EL instruction be given by an EL endorsed staff or under the supervision of an EL endorsed staff. 80% of the funding for the certificated teacher could be equally split between TBIP and LAP (District Base or High Poverty).

The district will need to evaluate how the certificated EL/LAP intervention teacher will utilize their Friday, which is a day where interventions are not being taught. Based on the job duties this 20% could be funded as TBIP (program management, monitoring of exited students, PD) or LAP (progress monitoring, LAP program management, PD, family engagement).

Additionally, Rochester chose to utilize Friday (a non-instructional day for certificated EL/LAP intervention teachers) to coach and provide professional development for staff utilizing Title III funding for 20% of salary.

Expected Outcomes/Timeline

Over the next few years, the number of students making adequate EL growth as measured by the ELPA will improve and lead to successful exiting of program.

How Federal and State Funds May be Used to Implement Strategies for Parent and Family Engagement

Federal and state funding can play a crucial role in supporting family engagement in education by providing resources, programs, and initiatives that foster collaboration between schools and families. LEAs and schools must build capacity for Parent and Family Engagement (PFE). Effective communication, family, and community engagement, home-school partnerships, share decision-making, and support of learning at home are just the many ways LEAs and schools can support parents and families at school, at home, and across the community.

Below you will find strategies and examples a school or LEA may support with specific federal and state funds to implement strategies for parent and family engagement. This is not an exhaustive list of strategies and activities. Work with your district’s program directors to identify funds which may be used to support activities for your students and their families.

For more information on whether a specific activity or program may be funded with a specific federal or state funding source, consult the law or contact the appropriate program office (see list of contacts in Appendix A).

LEAs must ensure funds are used according to their expressed purposes, conform to all the requirements in each program, and support the students for whom they are intended.

Funding Source	Sample Activities/Strategies That May Be Funded
Title I, Part A	<p>It's important for schools to develop a comprehensive and sustainable plan for using Title I, Part A funds to support family engagement. This plan should be developed in consultation with parents and the broader school community to ensure that it addresses the specific needs and priorities of the families served by this program.</p> <p><i>Required Strategies:</i></p> <ul style="list-style-type: none"> • Provide training on these topics: <ul style="list-style-type: none"> ○ How to monitor a child’s progress. ○ How to work with educators. • Help parents understand state academic standards. • Provide materials and training designed to help parents work with their children. • Raise awareness and build skills among teachers, pupil services personnel, principals, and staff related to outreach and communication, and ways to work with parents as equal partners. • Send parents information related to school and parent-focused programs, meetings, and other activities. Present

	<p>this information in an understandable and uniform format. To the extent practicable, provide materials in a language and format the parents can understand.</p> <ul style="list-style-type: none"> • Coordinate parent engagement programs with other school-based state and federal programs and services.
<p>Title I, Part C</p>	<p>Title I, Part C funds may be used for LEAs implementing a local program for one school year in duration must establish and consult with a Migrant Education Parent Advisory Council to assist with the planning, implementation, and evaluation of the local program in alignment with the Migrant Education State Service Delivery Plan.</p> <p>In addition, LEAs must conduct parent and family engagement that provides for the same parent and family engagement as is required for programs and projects under Title I Part A Section 1116, unless extraordinary circumstances make such provision impractical.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Solicit parents' suggestions in the planning, development, and operation of MEP projects. • Support participation in parent conferences. • Build resource centers. • Provide Trainings, Conferences, Workshops (including expenditures associated with attending such activities). • Design and publish reporting tools that address children's progress. • Hire and train parent engagement liaisons. • Train personnel, including pupil services personnel. • Provide school-to-home complementary curricula and materials in implementing home-based educational activities. • Provide timely information on the MEP and responses to parent recommendations. • Conduct activities in a format and language understandable to parents. • Support involvement in the development of parent involvement policies. • Support involvement in the development of school-parent compacts. • Provide childcare to allow migrant parents to participate. • Provide transportation support to allow parents to participate.

<p>Learning Assistance Program</p>	<p>Learning Assistance Program funds may be used to support family engagement activities to accelerate the learning of LAP-served students.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide activities during the regular school day and within the school building, or outside of school, within families’ homes or within the community. • Provide support/resources for educators to focus on fostering two-way communication with families. • Provide interactive content events focused on ELA, math, behavior, and/or LAP with targeted goals where families and students can build capacity together to support and guide student success. • Provide parent/family training events that empower parents to take active roles in their student’s success by providing programs/supports, skills, resources, and strategies. • Provide educators and families time to connect in an informal setting, to prevent and resolve problems in a more succinct and efficient manner, and to expand the teacher’s knowledge of students’ home life and cultural background.
<p>School Improvement</p>	<p>Improvement funds are available to schools identified as eligible for Tier 3 and 3 Plus supports through Washington’s School Improvement Framework (WSIF), as well as to certain other identified districts and entities (e.g., Required Action Districts).</p> <p>All funds are expressly intended for implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.</p> <p>Plans must be based on annual needs assessment, be informed by WSIF indicators and the state’s long-term goals which drove identification, as well as resource inequities that perpetuate disparities in educational achievement.</p> <p>Use of improvement science principles must be incorporated in the drafting, review, adjusting, and implementation of the goals within an improvement plan. Activities in plans must be centered on the use of evidence-based and research-oriented approaches.</p> <p>Additionally, incorporation of the broader school and community</p>

	<p>must be a facet of the improvement planning process from the beginning and throughout.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Hire and train family/parent/guardian/ community engagement liaison staffing. • Hold family/parent/guardian/community engagement events that incorporate elements of improvement planning, implementation, and future involvement in the process. • Funding for language translation and/or interpretation to facilitate functional improvement implementation where language barriers might exist.
<p>Title II, Part A</p>	<p>Title II, Part A funds may be used to support professional learning for all teachers, principals, and other building administrators (responsible for day-to-day operations of the school building), on effectively implementing MTSS. Instructional paraeducator may receive the same professional learning as teachers as it relates to classroom instruction.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide professional learning opportunities that incorporates feedback from diverse partner groups such as families, community members, paraeducators, and administrators, where teachers work together to imbed feedback into activities, improve their teaching, and positively impact student outcomes.
<p>Title III, Part A</p>	<p>Title III, Part A funds may be used for an LEA to implement the following allowable activities under Title III, Part A designed to assist parents and families of English learners in helping their children to improve their academic achievement, and to help parents and families to become active participants in the education of their children.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide activities, in coordination with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrant families, to assist parents and families of immigrant children and youth by offering comprehensive community services. • Provide parent trainings supplemental to trainings offered to all parents, such as ESL classes, technology, homework support, understanding the US school system, and ways

	<p>parents can help their children succeed academically Costs for parent meetings, if agenda items are specific to the EL program Academic enrichment activities for children at meetings for parents of ELs;</p> <ul style="list-style-type: none"> • Provide translation/interpretation specific to the EL program and supplemental to TBIP. • Provide supplemental activities in situations where the LEA is already meeting its obligations to ensure meaningful communication with EL families in a language the families can understand. • Conduct other activities as approved in Title III, Part A family and community engagement plan, such as home visits.
Transitional Bilingual Instruction Program	<p>Transitional Bilingual Instruction Program (TBIP) funds are allocated by the State and must be used for the specific intent and purposes of the program. TBIP funds supplement basic education funds to provide effective English language development instruction to all eligible English learners.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Develop and provide communications with parents of students in the bilingual program, or alternative instruction program in a language they can understand; and • Provide translation/interpretation services specific to the EL program.
Title IV, Part A	<p>Under the Safe and Healthy Students focus, Title IV, Part A funds may be used for building family and community relationships. The goal in this area is to encourage programs and activities that foster safe, healthy, supportive, and drug-free school environments.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide professional learning activities that address the prevention of bullying, intimidation, and harassment. • Conduct relationship building skills training (SEL). • Provide resources on child sexual abuse awareness and prevention. • Hire a suicide prevention specialist. • Train educators and families on violence prevention, crisis management, and conflict resolution. • Provide educators resources and training on preventing human trafficking.
Highly Capable Program	<p>The state Highly Capable Program (HCP) funds are required to be used to support identified HCP students.</p>

	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide outreach materials to inform parents of the district’s HCP identification and placement process and services. • Offer professional learning options for parents/families about providing support to their HCP student.
IDEA, Part B	<p>IDEA, Part B funds must be used only to pay the excess costs of providing a free and appropriate education (FAPE) to students with disabilities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Develop, implement, and analyze parent surveys of students with disabilities by LEAs or schools to improve special education programs or services. • Develop an online portal where parents can access data related to progress on their student’s IEP goals. • Purchase virtual meeting technology to allow remote participation in IEP meetings. • Partner with PAVE to provide training for parents of students with disabilities on partnership and collaboration to support academic improvement.
IDEA, Part B, Coordinated Early Intervening Services	<p>LEAs may use up to 15% of their IDEA, Part B funds to assist students in grades K–12 who do not currently have an IEP, but who require additional academic and behavioral support.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Expand or extend parent literacy night under Title I to target students who are not yet identified as a student with a disability and need additional support.
Title V, Part B, Rural Education Initiative (SRSA/REAP/RLIS)	<p>Anytime an activity is allowed under Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A then it is also allowed under Title V, Part B for eligible LEAs.</p>
Teacher and Principal Growth and Evaluation (TPEP) Grant (New)	<p>For this initiative, the TPEP Training Grant funds may be used to support professional learning that supports a deeper dive into the instructional and leadership frameworks to grow the practice of teachers, principals, and their evaluators.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Teachers participate in professional learning to deepen their understanding of effective family engagement in the service of Criterion 7 (and the aspects of the instructional and leadership framework aligned with this criterion) and 3.1 and 3.2 of the Student Growth Goals.

Examples of Activities to Support Parent and Family Engagement

The table below provides examples of how federal and state program funds may be coordinated to support family engagement activities. There may be specific requirements under each of the state and federal programs to consider before implementing. To meet these requirements, consult with your district’s program directors.

LEA Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS	BEST	TPEP
Hire Parent and Family Engagement District coordinator(s).	X		X			X	X	X			
Hire and train, parent engagement school liaisons.	X	X	X			X	X	X			
Develop and maintain parent/family engagement centers.	X	X			X	X	X				
Train parents in how to provide input in the decision-making process that affects parent and family engagement policies, programs, and activities.	X	X	X		X	X	X	X			

LEA Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS	BEST	TPEP
Offer parent trainings supplemental to trainings offered to all parents, such as ESL classes, technology, homework support, understanding the school system, and ways parents can help their children succeed academically.	X	X	X		X	X	X	X			
Provide professional learning for teachers and principals on effective, culturally responsive ways to involve parents and families in their students' education.	X	X				X					X

School Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS	BEST	TPEP
Provide education and learning opportunities to assist parents/families in monitoring a child's progress, working with educators, etc.	X	X	X		X	X	X	X	X		
Support well-rounded educational activities that build participation in school-related meetings.	X	X	X		X	X	X	X	X		
Building capacity for family and community relationships to encourage programs and activities that foster safe, healthy, supportive, and drug-free school environments.	X	X	X			X	X				
Provide educators and families time to connect in an informal setting, to prevent and resolve problems in a more succinct and efficient manner, and to expand the teacher's knowledge of students' home life and cultural background.	X	X	X		X	X	X	X			
Provide opportunities for participation by parents that represent the student population in identified Comprehensive and Targeted Support Schools in the development and evaluation of the required support/improvement plans.	X	X	X		X	X	X				
Provide professional learning for teachers and principals on effective, culturally responsive ways to involve parents and families in their students' education.	X	X									X

Resources

- Center for Parent Information and Resources (CPIR): <http://www.parentcenterhub.org/>
- Family Engagement: <http://www.k12.wa.us/SpecialEd/Families/default.aspx>
- Improving Relationships and Results: [Building Family/School Partnerships: http://www.k12.wa.us/SpecialEd/ProgramReview/Monitoring/Building.aspx](http://www.k12.wa.us/SpecialEd/ProgramReview/Monitoring/Building.aspx)
- Parent Advocacy Coalition for Educational Rights (PACER): <http://www.pacer.org/>
- Special Education Advisory Council (SEAC): [Special Education Advisory Council \(SEAC\) | OSPI](#)
- Washington PAVE: <https://wapave.org/>
- Washington State PTA: <https://www.wastatepta.org/>

Braiding Funds for Parent and Family Engagement to Support Improved Reading Outcomes

Data

District A has five schools identified for Targeted Support and two schools identified for Comprehensive Support. These seven schools constitute over two thirds of the district's schools identified for additional support services. Of those schools most of the schools have a 70% poverty rate. Of all seven identified schools, 55% of the students in each school are English learners and 37% are Students with Disabilities.

Activity

School Support funds are used to fund a parent engagement facilitator at the district level to build family engagement activities to provide options to parents that are to be used by the Comprehensive Targeted Support Schools in actively engaging parents in the development and continued evaluation of the school's Comprehensive or Targeted Support Improvement Plans. For example, a parent facilitator in coordination with federal and state programs (Title I, Title I, Part C and Title III, LAP, Sped.) provides training(s) to help parents develop and hone the skills needed to work in groups, support one another, and act collectively, as well as to effectively impart to other parents the knowledge they have developed. The goal is to help parents see the variety of ways they can participate in the classroom and elsewhere at school.

Tips for training parents to help in school improvement efforts:

1. Identify and adapt current successful models of parent leadership training to meet your needs.
2. Enlist the help of community-based organizations, alumni of past training, and education agencies to recruit diverse participants that mirror the community.
3. To build capacity and reach, take a train-the-trainers approach (e.g., train district staff who, in turn, train school staff).
4. Evaluate and innovate a training program to meet the needs of targeted constituents regarding such matters as location, time requirements, and informational needs.

Expected Outcomes/Timeline

During the current year of development and implementation of Comprehensive and Targeted Support Improvement Plans, 10% of those parents invited to participate in the professional learning opportunities participated and only 2% of those parents were representative of the student population of the schools and district. The following year, the school documented a 15% increase in the number of parents opted to join in the professional learning activities and to engage with the district as the schools' plans were implemented and reviewed for progress. Of that 15% increase of parent participation, 12% were parents that were representative of the district and schools' student population.

Positive School Climate

Why Invest in Initiative?

An enduring safe and positive school climate is essential for fostering learning and positive youth development that results in productive and fulfilling lives. The establishment and maintenance of positive school climates and cultures, as is the case with other LEA and school improvement efforts, require reliable data from which to identify strengths and concerns and draw actionable conclusions.

LEAs and schools can use climate data to promote meaningful staff, family, and student engagement and to enhance conditions for learning. A positive school climate can impact:

- Regular attendance
- Social emotional learning
- Discipline rates, including incidents of bullying and violence in schools
- Alcohol and drug use
- Academic outcomes
- Graduation rates

School Climate, Relationships, and Student Supports

Over the past several years, research has found that a positive school climate contributes significantly to increased academic achievement and may be more influential on learning outcomes than other resources available to schools (Voight, Austin, & Hanson, 2013). A positive school climate, which requires positive teacher-student relationships, can potentially mitigate racial disparities in school discipline and negative effects of low socioeconomic status on academic achievement (*Berkowitz, Moor, Astor, & Benbenishty, 2016; *Okonofua, Walton, & Eberhardt, 2016). More LEAs and schools are implementing strategies that encourage student self-discipline instead of focusing on trying to control student behavior through sanctions or threats of punishment (*Mayworm & Sharkey, 2014). As educators look forward, they will continue to adopt strategies and make systemic changes in response to government initiatives and emerging research.

When LEAs and schools attempt to create a culture of compliance by using severe punishments, such efforts may generate defiance and the unintended consequences of increased disruptive behavior (Way, 2011). Studies on student-teacher relationships and student cooperation indicate that relational approaches can mitigate defiant behavior and potentially reduce racial gaps in discipline referrals (*Gregory, Hafen, Ruzek, Mikami, *Allen, & Pianta, 2016; *Gregory & Ripski, 2008).

A recent study found that punitive climates can induce punitive attitudes regarding student discipline that decrease students' respect towards teachers and their motivation to behave in class, but that scalable empathic-mindset interventions for teachers could result in improved relations with students and lower suspension rates (*Okonofua, Paunesku, & Walton, 2016). The results of these studies are promising for future research in other practices and strategies that explicitly aim to improve student-teacher relationships and to foster safe and supportive school

climates. LEAs and schools are encouraged to use surveys to develop responsive policies and programs that serve student needs.

The U.S. Department of Education released School Climate Surveys as part of a concerted effort to assist educators in creating safe and supportive learning environments within their schools. The Healthy Youth Survey, the result of collaboration between OSPI and other state agencies, is designed to help schools and other service providers identify trends in attitudes and behaviors among youth throughout Washington. Survey results can assist schools in identifying individual/peer, school, community, and family conditions that impact student learning and school climate.

LEA or schoolwide preventative approaches that also aim to improve school climate, such as social emotional learning and related practices of PBIS, and restorative justice, can be particularly effective towards improving student outcomes (*Mayworm & Sharkey, 2014; Voight, et al., 2013). Research on SEL programs suggests that social-emotional support can be provided more effectively when integrated into daily educational routines (*Durlak, et al., 2011). Social engagement is a key component of restorative justice in schools, a systemic approach that encourages the development of social emotional skills competencies and internalization of behavioral values within a relational context (*Morrison & Vaandering, 2012). Educators throughout the state of Washington are innovatively combining elements of various practices and strategies as they develop comprehensive student support systems to meet the needs of all students.

LEAs and schoolwide programs and support may limit any potential stigma associated with referrals for additional services while also fostering student engagement and self-discipline (*Bettencourt, et al., 2016; *Mayworm & Sharkey, 2014). In addition to direct classroom observations, schools use a variety of indicators to determine whether a student could benefit from additional support, such as office referrals, attendance, and academic performance.

Universal instruction and support are necessary and should remain in place even while a student is being assessed and/or receiving supplemental services. Before a student is referred for additional services, it is important to ensure best practices are implemented with consistency in the classroom and school environment. Educators can then more easily determine whether the behaviors a student is displaying are the result of environmental variables or individual student needs and respond accordingly.

Additional Information

Research emphasizes the importance of using data to inform planning, guide implementation, and evaluate school improvement efforts. A school's climate is the product of multiple dimensions, such as the physical environment, morale in the school community, student relationships, and others. By analyzing the data specific to each dimension or domain, a school will be able to focus on key areas to improve the quality of its school climate. The following eight domains are found to have a significant influence on the quality of a school's climate and the conditions for learning:

- **Physical Environment:** Focuses on scheduling, use of the building, and the physical environment of the building.
- **Teaching and Learning:** Focuses on the academic climate of the school and measures support for student development, levels of instructional challenge and relevance, and attitudes about “ownership” (e.g., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching; it also includes general attitudinal measures of satisfaction with the school’s overall instructional quality.
- **Morale in the School Community:** Addresses the ownership of and identification with the school’s central character, as well as a call to all stakeholders for “belonging” to the school.
- **Staff to Student Relationships:** Addresses the degree to which relationships are open, honest, respectful, and promote positive outcomes above negative, preventable outcomes.
- **Family and Guardian Support:** Addresses the degree to which families, guardians, and community members are incorporated in both the social and academic environments of the school.
- **Safety:** Addresses attitudes toward the individual’s sense of physical safety in and around the school.
- **Emotional Environment:** Addresses attitudes toward the social environment, including how students should behave, how they actually do behave, as well as the general fairness of the school.
- **Perception of Administration Support:** The school leadership’s perceived ability to support and rally the school community to healthy and positive outcomes in quality of communications, level of integrity, ease of teamwork, as well as the promotion of professional and academic success.

How Federal and State Funds May Be Used to Support a Positive School Climate

Below you will find strategies and examples a school or LEA may support with specific federal and state funds to implement positive school climate. These do not represent all the strategies and activities that may be paid for with federal funds for this purpose. Work with your district’s program directors to identify funds which may be used to support identified activities for your students.

For more information on whether a specific activity or program may be funded with a specific federal or state funding source, consult the law or contact the appropriate program office (see list of contacts in Appendix A).

Funding Source	Sample Activities/Strategies That May Be Funded
Title I, Part A	<p>Title I, Part A funds may be used to implement and support a positive school climate. Schoolwide and Targeted assistance models each require that a comprehensive needs assessment be completed. The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses influencing student performance. It also sheds light on the needs of the entire program.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Hiring student support personnel (e.g., school psychologists, counselors, social workers, etc.) and/or training on and implementation of trauma-informed practices. • Social emotional learning (SEL): Training school staff on how to implement systemic and evidence-based SEL programs and approaches. • Purchase training and program materials. • Provide stipends to school staff for training, including for teacher leaders to lead implementation of SEL programs. • Select and train staff on implementing alternative discipline practices, such as restorative justice practices or PBIS. • School safety: Hire consultants to implement and train staff on intervention practices and coaching related to school safety.
Title I, Part C	<p>Understanding the migratory lifestyle and mobility patterns of the local educational agency is an important component of developing a supportive and positive school climate.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Collaborate with Education Service District Migrant Education Programs to conduct Migrant 101 training to school and district staff. • Identify peak periods of migratory student enrollment to ensure migrant students receive a warm welcome and schools are prepared to enroll returning students. • Identify patterns when students will be leaving school and the community and work with the parents and student to establish a process to stay academically connected (plan of absence).

	<ul style="list-style-type: none"> • Develop peer-to-peer leadership to help newly arrived migrant students learn school policies and requirements. • Create parent-to-parent leadership to help newly arrived migrant parents/families learn about community resources and school policies. • Develop materials, resources, and training for school staff to learn about the supplemental services and resources available to migrant students and their families such as health, dental, transportation, and counseling services. • Establish coordination of services with other programs to ensure migrant students have access to physical exams or any ongoing health concerns that may need subsequent medical referrals. • Create home liaison staff positions in the district or school that may facilitate any concerns or issues between the school and family to establish positive communication. • Provide interpretation-translation services to families who may need language support when working with the district, schools, or staff in addressing migrant-related issues.
<p>Learning Assistance Program</p>	<p>LAP can fund the following activities for LAP-served students who have been identified as needing academic support in ELA and/or math; or who are at risk of not being successful upon transition into kindergarten or to grade 9; or students in grades 9-12 who need graduation assistance. Support may be academic or nonacademic depending on the identified needs of LAP-served students.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Engage and train community partners to support students in math/ELA, and/or behavior supports to promote school climate. • Hire a behavior interventionist to train and provide job embedded coaching about trauma-informed practices and help with implementation. • Train school staff on how to implement evidence based SEL interventions and supports. • Select and train student mentors on math and/or ELA strategies to support students in academics and to help foster positive culture. • Establish a transition program for incoming kindergarten students focused on academic readiness.

	<ul style="list-style-type: none"> Establish a 9th grade transition program to support students with the transition to high school.
School Improvement	<p>Improvement funds are available to schools identified as eligible for Tier 3 and 3 Plus supports through Washington’s School Improvement Framework (WSIF), as well as to certain other identified districts and entities (e.g., Required Action Districts).</p> <p>All funds are expressly intended for implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.</p> <p>Plans must be based on annual needs assessment, be informed by WSIF indicators and the state’s long-term goals which drove identification, as well as resource inequities that perpetuate disparities in educational achievement.</p> <p>Use of improvement science principles must be incorporated in the drafting, review, adjusting, and implementation of the goals within an improvement plan. Activities in plans must be centered on the use of evidence-based and research-oriented approaches. Additionally, incorporation of the broader school and community must be a facet of the improvement planning process from the beginning and throughout.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Professional development time or services on evidence-based social-emotional learning, Culturally Responsive Education (CRE), and behavior-related best practices, guidelines, programs, and approaches toward the improvement of student academic achievement. Measures must be robust to indicate impact on goals. Culturally responsive supplies and materials that support student academic achievement and correspond to an improvement plan’s goals. Materials and supplies that intervene against substance abuse or promote healthier school environs for students. The introduction of such supplies should be measured for impact.
Title II, Part A	<p>Title II, Part A funds may be used to support professional learning for teachers, instructional paraeducators, principals, and other school leaders (for definitions, see the Title II, Part A section of Part III, Federal and State Programs of this document) on effectively implementing a tiered system of academic, social- emotional and</p>

	<p>behavioral supports.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Hire an instructional coach to provide ongoing mentoring and support for new and/or struggling teachers. • Provide training on how to use data to improve student achievement while ensuring individual student privacy is protected. • Provide training on how to effectively engage parents, families, and community partners and coordinate services between school and community. • Provide training and coaching on how to implement schoolwide SEL. • Provide training on how to effectively utilize referral mechanisms that effectively match children to appropriate treatment and intervention services. • Provide training for all school personnel regarding how to prevent and recognize child sexual abuse. • Develop feedback mechanisms (i.e., staff surveys) and periodically and publicly report the results in order to improve school working conditions.
<p>Title III, Part A</p>	<p>Title III, Part A funds should be used to supplement the language development program and create more welcoming environments for English learners.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Purchase of culturally relevant supplemental materials for EL and immigrant students. • Provide professional learning opportunities pertaining to culturally relevant instruction and cultural competency. • Provide professional learning pertaining to culturally sustaining SEL implementation. • Develop systems to ensure two-way communication with EL students and families are designed for the purposes of identifying ways to ensure a positive school climate for EL students and their families. • Hire an EL Advocate to address specific needs of refugee students and students with interrupted formal education, including trauma. The EL advocate can also conduct regular visitations to EL and core classrooms and initiate conversations with content/core teachers about best practices for ELs. • Provide support services to welcome EL and immigrant students into the school environment.

	<ul style="list-style-type: none"> • Fund staff time to design participation programs and events to engage families of English learners. • Purchase materials to host a family, back to school, or welcome night for initial and ongoing face-to-face engagement with EL and immigrant families. • Provide additional hours for teachers to conduct home visits. • Offer Family trainings supplemental to training offered to all parents, such as ESL classes, technology, homework support, understanding the US school system, and ways parents can help their children succeed academically. • Produce materials in multiple languages related to Title III, Part A program or services.
Transitional Bilingual Instruction Program	<p>Transitional Bilingual Instruction Program (TBIP) funds are allocated by the State and must be used for the specific intent and purposes of the program. TBIP funds supplement basic education funds to provide effective English language development instruction to all eligible English learners.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Provide in-service training for teachers, counselors, and other staff, who are involved in the LEA's transitional bilingual program on implementation of a dual language program.
Title IV, Part A	<p>Under the Safe and Healthy Students focus, Title IV, Part A funds may be used to support a variety of activities and programs designed to positively impact school climate. LEAs and schools are encouraged to integrate SEL, particularly in the areas of problem solving and conflict resolution. Additionally, funds may be used to support a well-rounded education by increasing the availability of, and enrollment in, Advanced Placement, music, arts, world languages, STEM, and other courses to improve student engagement.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Establish site-based School Climate Teams to address school climate. Teams would include students, families, teachers, and community partners working together to support efforts to improve school climate. • Support principals and other school leaders to improve the climate for learning in their schools by paying for principals and other school leaders to attend training and/or engage in PLCs with other school leaders to collaborate on best practices related to school climate,

	<p>e.g., social emotional learning and trauma-informed practices, or collaborate with community partners.</p> <ul style="list-style-type: none"> • Design and implement a plan to reduce exclusionary discipline practices in schools, particularly through training school staff on school-based restorative justice practices. • Provide school-based mental health service providers or partnerships for individual or group counseling services for students identified with additional support needs. • Provide courses that will actively engage students (i.e., STEM, The Arts, Advanced Placement courses, world languages, etc.). • Promote access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, GATE advanced learning, ATYP, dual or concurrent enrollment programs and early college high schools.
<p>Highly Capable Program</p>	<p>The state Highly Capable Program (HCP) funds are required to be used to identify and serve HCP students. HCP funds are to be used to support programs which build upon the strengths and abilities of the student for advanced services.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide professional learning for school staff on how to implement systemic and evidence-based services and approaches to address the social and emotional needs of HCP students. • Purchase training and program materials for HCP teachers. • Provide school-based mental health service providers or partnerships for individual or group counseling services for HCP students needing additional supports.
<p>IDEA, Part B</p>	<p>IDEA, Part B funds must be used only to pay the excess costs of providing a free and appropriate education (FAPE) to students with disabilities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide additional counselors and social workers who serve students with disabilities. • Pay for a portion of a schoolwide program (e.g., SEL) that supports social and emotional development of students with disabilities.
<p>IDEA, Part B, Coordinated Early Intervening Services</p>	<p>LEAs may use up to 15% of their IDEA, Part B funds to assist students in grades K–12 who do not currently have an IEP, but who require additional academic and behavioral support.</p>

	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Expand peer tutor programs to provide appropriate peer models for students at-risk of becoming eligible under IDEA. • Purchase of evidence-based SEL curriculum that supports positive in-school relationships (e.g., Check & Connect).
<p>Title V, Part B, Rural Education Initiative (SRSA/REAP/RLIS)</p>	<p>Anytime an activity is allowed under Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A then it is also allowed under Title V, Part B for eligible LEAs.</p>
<p>Teacher and Principal Growth and Evaluation (TPEP) Grant (New)</p>	<p>For this initiative, the TPEP Training Grant funds may be used to support professional learning that supports a deeper dive into the instructional and leadership frameworks to grow the practice of teachers, principals, and their evaluators.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Teachers on a Focused evaluation participate in professional learning to deepen their understanding and practices in Criterion 5, fostering and managing a safe, positive learning environment.

Examples of Activities to Support Positive School Climate

The table below provides examples of how federal and state program funds may be coordinated to support positive school climate. There may be specific requirements under each of the state and federal programs to consider before implementing. To meet these requirements, consult with your district's program directors.

LEA Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS	BEST	TPEP
Hire a Parent and Family Engagement District coordinator.	X		X			X	X	X	X		
Hire and train, parent engagement liaison workers.	X	X	X			X	X	X	X		
Train school staff on how to implement systemic and evidence-based SEL programs and approaches grounded in equity, culturally sustaining and trauma informed practices that are universally designed.	X	X		X	X	X	X	X	X		
Provide professional learning to educators pertaining to culturally relevant instruction and cultural competency.	X	X	X	X	X	X	X	X	X		X

School Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS
Establish site-based School Climate Teams to address school climate. Teams would include students, families, teachers, and community partners working together to support efforts to improve school climate.	X	X	X			X	X		X
Train educators on how to effectively utilize referral mechanisms that effectively link children to appropriate treatment and intervention services.	X	X	X	X		X	X	X	X
Train school staff on how to implement systemic and evidence based SEL programs and approaches.	X	X		X		X	X	X	X
Build family and community relationships to encourage programs and activities that foster safe, healthy, supportive, and drug-free school environments.	X	X	X			X	X		
Provide educators and families time to connect in an informal setting, to prevent and resolve problems in a more succinct and efficient manner, and to expand the teacher's knowledge of students' home life and cultural background.	X	X	X		X	X	X		

Braiding Funds for Improving School Climate

Data

An LEA annually conducts a School Climate Survey and was troubled by the results. A large percentage of parents did not complete the Family Survey, indicating a lack of engagement. Additionally, administrators noticed increases in discipline referrals, particularly among EL students.

Activity

School A decides on a range of strategies focused on improving school climate in an effort to bolster student achievement and well-being for the entire school community. As a Schoolwide building, the Title I, Part A set-aside for parental involvement allows the school to use funds to host more evening events when families are more likely free to attend, and the content reflects topics requested by parents.

To address the increase in discipline referrals, the LEA adopts a trauma-informed schools' approach and uses Title IV, Part A to provide all staff with training and ongoing professional learning opportunities. In addition, Title III, Part A funds are used to provide teachers with cultural competence training so they can better understand cultural nuances to behavior.

Expected Outcomes/Timeline

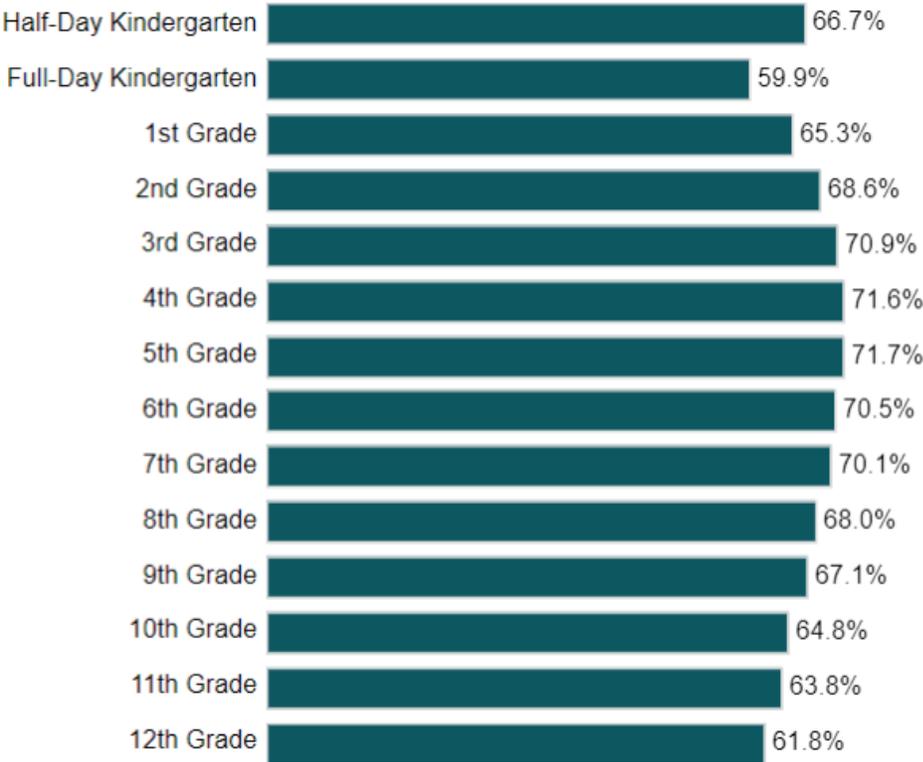
Over the next year, the LEA expects to see greater involvement by families both at school events and in completing the School Climate Survey. They also anticipate seeing an improvement in the overall classroom environment and a decrease in discipline referrals, including reduced disproportionality referrals among EL students.

Regular Attendance

Why Invest in this Initiative?

When students miss more than 10% of their school days, the research is clear that their success in school, and chances of graduating, are greatly diminished. Washington’s ESSA Consolidated Plan has identified regular attendance as one of the School Quality Student Success (SQSS) indicators. The definition for Regular Attendance is the percentage of students who (are present for 90% or more of the school year.)

Each academic year students are at risk of not achieving their highest potential due to lack of regular attendance. In the 2021-22 school year, 67% of students Regularly Attended, which means that 33% of Washington students were chronically absent, with the following distribution of grade levels:



Chronic absenteeism is a research-based early warning indicator that predicts many negative outcomes for students including, but not limited to, lower proficiency rates in reading and mathematics in elementary and middle school, and higher dropout rates in high school.

There are many factors affecting a student’s attendance (some of which are within a school’s sphere of influence) including, but not limited to:

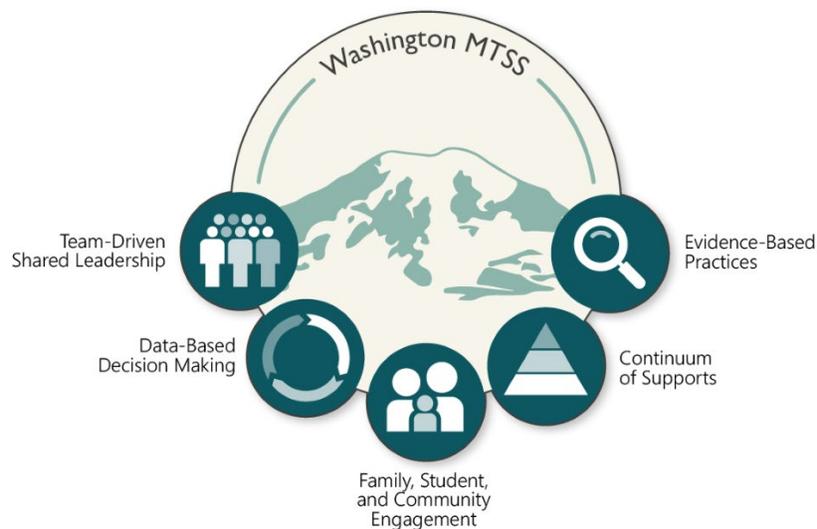
- Neighborhood safety concerns (lack of safe routes to school with no available transportation)
- School and coursework do not feel relevant.

- High school students working to contribute income to household.
- Homelessness /housing instability
- Falling behind in coursework and feeling hopeless about catching up
- Lack of access to food, health care, and/or clothing for inclement weather
- Family responsibilities (e.g., student pulled out of school to provide care for siblings)
- Chronic physical or mental health conditions
- Poor and/or unsafe school climate (including bullying)
- Disengagement due to academic struggles or not being challenged.

Some of these factors are within a school’s locus of control, and some are not.

Suggested programs and activities to address rates of chronic absenteeism focus on factors within the control of the LEA, school, and administrators.

Features of Successful Systems to Improve Attendance



Attendance is most effectively addressed through a Multi-Tiered System of Support (MTSS) which includes the following components:

Addressing attendance through a MTSS looks like:

- Access to chronic absence data (missing 10% excused and unexcused).
- A team that looks at Tier 1 schoolwide attendance trends.
- A team that addresses group interventions based on barriers (Tier 2).
- A team that supports individual students with intense interventions (Tier 3).
- A continuum of support (interventions) with clear roles and action steps assigned when students meet certain thresholds of absences.
- A continuum of supports (interventions) and messaging about attendance that builds relationships and helps address barriers (or do they lean on blame, shame, or threat?)

All efforts to improve attendance are guided by the following questions:

- Who is missing?
- Why are they missing?
- What other information do we need to answer these two questions?
- Are we ready to hear it's us, not them?

There are several best practices that successful interventions have in common, some of which appear below:

- 1. Creating a culture of attendance:** All schools should have a welcoming and engaging school environment that emphasizes building relationships with families and stresses the importance of going to class every day. All school staff and community members can consistently send the message that attendance matters and help families understand what their children are learning in school and what the children will miss if they are absent. Parents and students may not realize that even excused absences, if they accumulate, can be a problem and lead to falling behind in the classroom. Few families realize that absenteeism is a problem as early as kindergarten and preschool.

This could look like:

- Outreach to families before the school year begins.
 - Leverage existing activities to communicate the importance of good attendance and offer support.
 - Nurture a school-wide attendance awareness and incentives.
 - Ensuring that communication (including attendance letters, robocalls, conversations on the phone and in the office are welcoming and uphold dignity, while reducing shame.
- 2. Identifying the root cause and implementing targeted solutions:** Causes of chronic absenteeism vary greatly. Be sure to choose solutions that meet specific, identified needs of students within the school/LEA. This starts with analyzing your schoolwide attendance trends.
 - 3. Engaging families early and often:** Families can play a significant role in identifying and confirming root causes for chronic absenteeism and the most effective solutions. Communicate student progress to parents and families regularly in an easy-to-understand format.
 - 4. Establishing partnerships:** Strong parent/family and community partnerships contribute to the nurturing of the whole child and his or her attendance. Partners to consider include parents/families, service providers, housing authorities, the medical community, and faith-based organizations.
 - 5. Creating ongoing accountability and support structures:** Put structures in place to monitor students' attendance data at least once daily and track progress of

chronically absent students to provide early and ongoing support. This could include providing mentors, coaches, and case managers to enhance relationship building and accountability for students. This could also include ongoing positive messaging on the importance of coming to school and/or establishing an early warning system that will indicate when a student is in danger of becoming chronically absent and the most appropriate intervention to reinforce the student's attendance.

- 6. Improving school climate:** Foster a warm and supportive school climate that emphasizes positive, proactive, and preventive practices aligned to a student's sense of physical and emotional safety. Students should experience joy in being present in school.

- 7. Considering the needs of the school's community of learners:** Develop programming and structures that reflect the school community's specific needs. This could include offering early morning childcare, after school childcare, meal programs, and other programs established to support the school community. This may also include creating opportunities for family counseling, hosting parent workshops encouraging student attendance, and establishing a team to conduct home visits and/or other more involved interventions for students with excessive absences.

For more information on addressing attendance, please refer to the following resources:

- [OSPI Attendance Newsletter](#)
- [OSPI, Attendance, Chronic Absenteeism, and Truancy](#)
- [OSPI Attendance & Truancy YouTube playlist](#)
- [Attendance Works](#)
- [OSPI, Attendance Resources & Materials](#)

How Federal and State Funds May Be Used to Support Regular Attendance

Below you will find strategies and examples a school or LEA may support with specific federal and state funds to support regular attendance. These do not represent all the strategies and activities that may be paid for with federal funds for this purpose. Work with your district's program directors to identify funds which may be used to support identified activities for your students.

For more information on whether a specific activity or program may be funded with a specific federal and state funding source, consult the law, or contact the appropriate program office (see list of contacts in Appendix A).

Funding Source	Sample Activities/Strategies That May Be Funded
<p>Title I, Part A</p>	<p>Title I, Part A funds may be used for some activities to improve rates of regular attendance. Schoolwide and Targeted assistance models have a required comprehensive needs assessment component. Therefore, the comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses influencing student attendance.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Invest in staff capacity to ensure school staff is working on attendance and building leaders have access to actionable attendance data. • Provide stipends to enable school teams addressing attendance to meet and prioritize attendance strategies. • Hire or contract with existing staff to engage, reengage and mentor students experiencing high absences. • Create relationships, break down barriers, be the caring adult who notices when the student does not attend and reaches out to provide support. • Design two generational services, which support both students and parents in understanding the benefits of regular attendance on academic success. • If your attendance rates are impacted by mental health: implement schoolwide comprehensive mental health programs, which could include hiring full-or part-time school counselors or other health professionals.
<p>Title I, Part C</p>	<p>Title I, Part C funds may address chronic absenteeism as a part of the special educational needs of migrant children.</p> <p>Absenteeism may be a result of health needs that have resulted from the student’s migratory lifestyle and migrant students may not have had an opportunity to access in-depth services to alleviate the illness.</p> <p>Absenteeism may also be the result of migrant high school students’ inability to accumulate sufficient credits to stay on course to graduate or not fully understand the course content due to changing schools, becoming discouraged and dropping out. These students are identified as migrant Out-of-school Youth (OSY).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Determine if courses attempted from other schools can be combined to count toward graduation requirements. • Determine if an additional school year would meet the

	<p>expected year of graduation (see CEDARS manual for more guidance).</p> <ul style="list-style-type: none"> • Determine if credit accrual services through on-line courses or similar programs would assist the student in acquiring required credits. • Determine if the student would benefit from attending state sponsored credit accrual summer events. • Determine if the student could enroll in dual-credit courses through CTE to meet graduation requirements. • Identify a need for supplemental services, such as health, dental, transportation, and counseling services. • Coordinate physical and dental exams for eligible students to screen for unidentified or ongoing health problems and provide subsequent medical referrals. • Coordinate with other state and local agencies to explore other sources to defray service costs before using Migrant Education Program funds. • Provide support for emergency one-time-treatment that may be impeding academic participation (e.g., fractures, infections, open wounds, tooth extraction, etc.). • Provide coverage for supplemental social services otherwise not covered by the state. • Provide support for corrective lenses in the event other state resources are not able to cover the full cost, a student is ineligible for state resources, or to diminish other barriers that impede the acquisition of lenses. • Coordinate support services through the School Nursing Corps or other similar school health resource.
<p>Learning Assistance Program</p>	<p>LAP program funds may be used to support services to LAP-served students and their families to remove barriers and address attendance.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Hire or contract with existing staff to engage, reengage and mentor students experiencing high absences. Create relationships, break down barriers, be the caring adult who notices when the student does not attend and reaches out to provide support. • Provide targeted professional learning aligned with the identified needs of LAP-served students, including: <ul style="list-style-type: none"> o Family and community engagement, and specifically coordination of services between school and community. o Positive behavior interventions and supports.

	<ul style="list-style-type: none"> o Social emotional learning interventions and supports.
<p>School Improvement</p>	<p>Improvement funds are available to schools identified as eligible for Tier 3 and 3 Plus supports through Washington’s School Improvement Framework (WSIF), as well as to certain other identified districts and entities (e.g., Required Action Districts).</p> <p>All funds are expressly intended for implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.</p> <p>Plans must be based on annual needs assessment, be informed by WSIF indicators and the state’s long-term goals which drove identification, as well as resource inequities that perpetuate disparities in educational achievement.</p> <p>Use of improvement science principles must be incorporated in the drafting, review, adjusting, and implementation of the goals within an improvement plan. Activities in plans must be centered on the use of evidence-based and research-oriented approaches. Additionally, incorporation of the broader school and community must be a facet of the improvement planning process from the beginning and throughout.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Professional development on addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and regular attendance. • Professional development on schoolwide SEL implementation. • Staffing hours to make home visits. • Materials and supplies (no incentives) that promote regular attendance behaviors.
<p>Title II, Part A</p>	<p>Title II, Part A funds may be used to support professional learning for teachers, instructional paraeducators, principals, and other school leaders (for definitions, see the Title II, Part A section of Part III, Federal and State Programs of this document).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide training on how to promote success and attendance. • Training staff to collect, monitor and use risk indicators to identify areas of student need.

	<ul style="list-style-type: none"> • Provide training for the identification of highly capable students, including high-ability students who have not been formally identified as gifted and talented.
<p>Title III, Part A</p>	<p>Title III, Part A funds may be used to create more welcoming environments for English learners.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Hire an EL Advocate to assist teachers and administrators in recognizing and responding to the unique needs of EL students as well as understanding cultural nuances that affect their learning. • Professional learning pertaining to culturally relevant instruction and cultural competency. • Two-way communication with EL students and families for the purpose of identifying ways to ensure a positive school climate for EL students and their families. • Provide professional learning pertaining to integrating SEL within English language development programs and classes. <p>Providing support services to welcome EL and immigrant students into the school environment, which may include:</p> <ul style="list-style-type: none"> • Funding staff time to design participation programs and events to engage families of English learners. • Purchasing materials to host a family, back to school, or welcome night for initial and ongoing face-to-face engagement with EL and immigrant families. • Scheduling additional hours for teachers to conduct home visits. • Delivering family training supplemental to trainings offered to all parents, such as ESL classes, technology, homework support, understanding the US school system, and ways parents can help their children succeed academically. • Title III, Part A program funds may be used to supplement TBIP translation and interpreter services.
<p>Transitional Bilingual Instruction Program</p>	<p>Transitional Bilingual Instruction Program (TBIP) funds are allocated by the State and must be used for the specific intent and purposes of the program. TBIP funds supplement basic education funds to provide effective English language development instruction to all eligible English learners.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide curriculum and instructional materials for use with culturally and linguistically diverse students.

	<ul style="list-style-type: none"> • Provide opportunities for students that welcome their first language, while building their understanding of English to enable a student to achieve competency in English.
Title IV, Part A	<p>Under the Safe and Healthy Students focus, Title IV, Part A funds may be used in a variety of ways to address regular attendance. Additionally, as part of the Well-Rounded Education focus, Title IV, Part A funds may be used to encourage student engagement and attendance through the enrichment of curricular and extra- curricular opportunities e.g., art, music, world language, hands-on STEM, civics, accelerated learning, college and career counseling, and other elective programs.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide training to all school personnel on the impact of trauma, how to recognize trauma, and how to integrate strategies to mitigate trauma by improving policies and practices. Design supportive school climates that help support student social emotional development with considerations of culture, Universal Design for Learning (UDL), and equity. • Provide school-based mental health services and counseling. • Provide training on implementing school wide SEL implementation. • Hire additional school nurses or health educators to support a healthy, active lifestyle (may include nutritional education programs). • Recruit parent liaisons to help build and maintain positive relationships with families and encourage parent and family involvement. • Partner with nonprofits to create drug and violence prevention programs as well as programs to prevent bullying, intimidation, and harassment. • Hire for a position such as a Community Outreach Coordinator that supports the Community Truancy Board (CTB) process. • Design and implement a plan to reduce exclusionary discipline practices in schools, particularly through training school staff on school-based restorative justice practices, purchasing training or program materials and providing stipends for staff trainings.

Highly Capable Program	<p>The state Highly Capable Program (HCP) funds are required to be used to support identified Highly Capable students. HCP funds may be used to provide accelerated instruction for HCP students. HCP funds are to be used to support services which build upon the strengths and abilities of the student to provide accelerated learning and enhanced instruction.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Design services to help school personnel who work with HCP students identify reasons for absenteeism such as how to recognize child mental, physical, and/or sexual abuse. • Hire mentors for students to monitor and support student attendance. • Provide focused mental health services and counseling services for HCP students. • Design two generational services, which support both students and parents in understanding the benefits of regular attendance on academic success.
IDEA, Part B	<p>IDEA, Part B funds must be used only to pay the excess costs of providing a free and appropriate public education (FAPE) to students with disabilities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide staff to provide credit recovery for students with disabilities. • Provide professional learning for middle and high school counselors to support High School and Beyond Plan (HSBP) and school and post-school transition planning for students with disabilities. • Provide support to address the needs of Twice Exceptional or 2E students, those with IEPs Section 504 plans who are also highly capable.
IDEA, Part B, Coordinated Early Intervening Services	<p>LEAs may use up to 15% of their IDEA, Part B funds to assist students in grades K–12 who do not currently have an IEP, but who require additional academic and behavioral support.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Implement a summer program for incoming 9th graders not identified as students with disabilities who attended a school where 8th grade School Quality Student Success (SQSS) indicators were not met.
Title V, Part B, Rural Education Initiative (SRSA/REAP/RLIS)	<p>Anytime an activity is allowed under Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A then it is also allowed under Title V, Part B for eligible LEAs.</p>

Examples of Activities to Support Regular Attendance

The table below provides examples of how federal and state program funds may be coordinated to support regular attendance. There may be specific requirements under each of the state and federal programs to consider before implementing. To meet these requirements, consult with your district's program directors.

LEA Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS
Hire an Advocate to assist teachers and administrators in recognizing and responding to the unique needs of the diverse student population as well as understanding cultural nuances that affect their learning.	X	X	X		X	X	X		X
Hire for a position such as a Community Outreach Coordinator that supports the Community Truancy Board (CTB) process	X	X				X	X		
Provide professional learning focused on how to effectively engage parents, families, and community partners and how to coordinate services between school and community to address student attendance.	X	X	X	X		X	X	X	

School Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS	BEST	TPEP
Establish site-based School Climate Teams to address issues or barriers students face in attending school on a regular basis.	X	X	X		X	X	X	X			
Hire mentors for students to monitor and support student attendance.	X	X			X	X	X		X		
Train school staff on how to implement systemic and evidence- based SEL programs and approaches.	X	X	X	X		X	X	X	X		
Build family and community relationships to encourage regular school attendance.	X				X			X	X		
Provide educators and families time to connect in an informal setting, to prevent and resolve problems in a more succinct and efficient manner, and to expand the teacher’s knowledge of students’ home life and cultural background.	X	X			X			X			
Provide professional learning to educators pertaining to culturally relevant instruction and cultural competency.	X	X		X	X		X	X	X		X

Braiding Funds to Promote Attendance

Data

An LEA has identified through their data that 23% of their students with disabilities and 32% of their American Indian/Alaskan Native students are not attending school regularly or are chronically absent.

Activity

School A receives Title I, Part A funds, is identified as a school for Targeted support as a result of three of its student groups and chooses to invest in building their early warning system and supports, specifically mentoring relationships, for chronically absent students.

School A will hire an attendance specialist to select or develop an early warning tool or report that will provide timely and actionable data on student absences. This position will be responsible for monitoring student attendance, scheduling student and parent conferences, developing, assigning and monitoring progress on attendance interventions, supporting educators to engage in conversations on attendance with students and families, and will serve as a family engagement liaison/home visitor. As one of the targeted interventions, School A recognizes that establishing strong relationships with families and students is important for improving attendance. School A will use mentors for students with high levels of absence (greater than 18 days). School A will use both peer mentors (e.g., Best Buddies model for their students with disabilities) and adult mentors to implement Check & Connect, in particular working to recruit adults in the American Indian/Alaskan Native community. The school could use several different funding sources to support these efforts: they could use Title IV, Part A to support the early warning tool and attendance specialist, and they could use Title I, Part A; LAP; and/or the Tier II Targeted school improvement grants for the mentoring efforts.

In this scenario, multiple funding sources are available to use and consolidate to support students who are not attending school regularly. The activities are allowable under each applicable grant, yet these funding sources continue to maintain their identity and expenditures for each source and are documented by the school or LEA.

Expected Outcomes/Timeline

Over the next three years with ongoing monitoring the school will see an increased number of students with disabilities and American Indian/Alaskan Native attending school regularly.

9th Graders on Track

The first year of high school has been shown in research to be a critical predictor of students' future likelihood of graduation. According to Breakthrough Collaborative, results from a Chicago school study with over 115,000 participants revealed that, "almost one quarter of students in the top quartile of their eighth grade were off track by the end of ninth grade." Furthermore, passing all courses in 9th grade is strongly associated with graduating. "Research shows that between 70 and 80 percent of students who fail (any course) in the first year will not graduate from high school."

9th graders who end the year on track are four times more likely to graduate. It is a stronger indicator than race, ethnicity, poverty, or test scores.

The 9th grade year has often been looked upon as a time when students will either make it or not. Even though this year is critical, the "failure rate in 9th grade remains higher than the rate in any other grade level." To alleviate these issues before they even begin, districts and schools should consider having a robust grade 8 transition readiness plan in place. Washington has created an indicator of whether 9th grade students are "on track" for graduation, as measured by the percentage of 9th graders who passed all credits they attempted. Students who attain full credit on courses they attempt in ninth grade are considered "on track".

9th Grade On-Track Guidance the University of Chicago has identified the below four components that are critical to implementing 9th Grade On-Track Guidance.

9th Grade On-Track Guidance

The University of Chicago has identified the below four components that are critical to implementing 9th Grade On-Track Guidance.

Attendance

Almost all students who have good attendance finish their freshman year on-track. Students with poor attendance often lose credit in their classes. Attendance problems are often a symptom of larger problems that must be addressed for the student to experience success.

Family or Relationships

Students may come from trauma, abuse, or neglect. Their parents may have had negative school experiences. There may be cultural expectations for the student to miss class to attend cultural events or care for family members. Students may have other responsibilities like maintaining a job.

Mobility

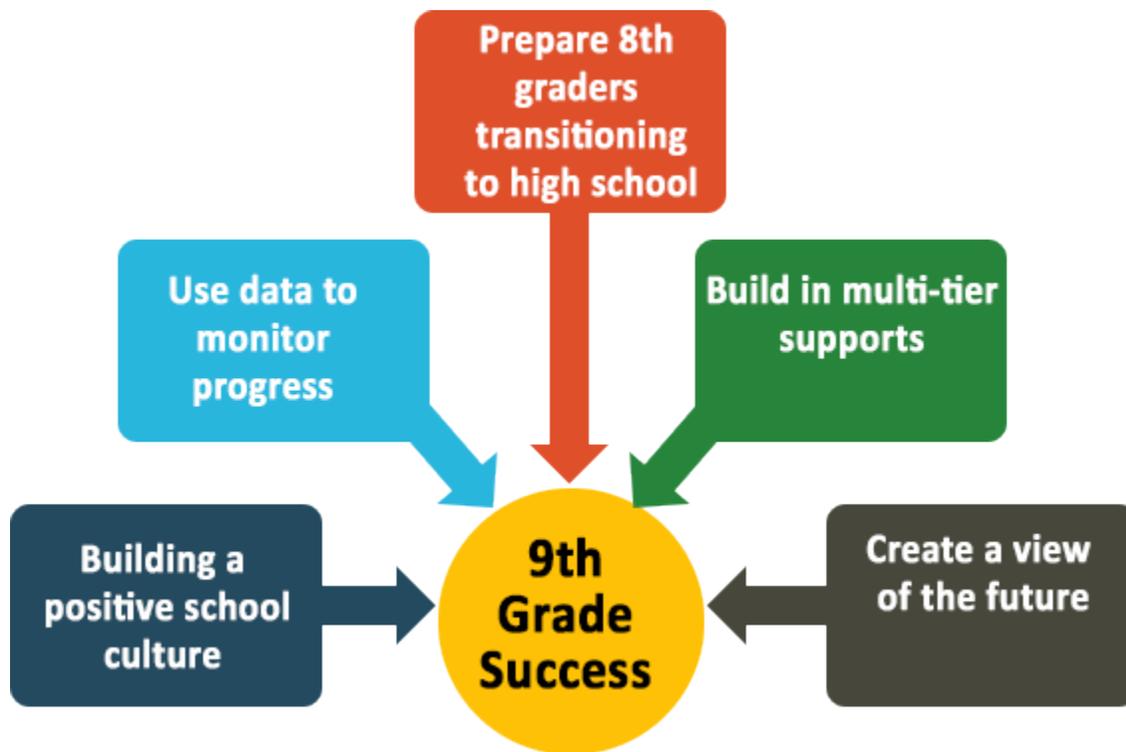
As students move, they are more likely to lack credits with each move.

Disengagement

Students may not be engaged in their courses. They may feel that instruction isn't relevant to

their lives or goals. Students may not have meaningful relationships with peers or caring adults. Students may be suffering from harassment, bullying, or intimidation or be suffering from a poor school climate. Students may have other obligations or extracurricular activities that make it difficult to attend or to keep up.

To create meaningful interventions a root-cause analysis is vital. Use a Functional Behavior Assessment (FBA) or Functional Academic Assessment (FAA) as a guide.



Building a Positive Culture

- Adults and students feel safe, respected, and valued.
- Use perception surveys to gauge school culture, use it to improve the school safety plan.
- Staff believe that all students can graduate on time prepared for college and careers. This belief is central to the school's vision and is reinforced in an array of supportive and welcoming staff interactions with all students.
- The school meets students where they are and plans accordingly to provide a rigorous curriculum and the supports ALL students will need to successfully complete it.
- The strongest teachers teach 9th graders to give them a strong foundation as they advance up.
- Build relationships with mentoring such as Check and Connect or Freshmen Academies.
- Purposefully teach social emotional learning.

- When students are absent, show them they are missed and that teachers want to help. Consider the use “nudge” letters, home visitors, or use Community Truancy Boards to sort out needed assistance.

Use Data to Monitor Progress

- Embrace standardized grading practices that give students multiple opportunities to show they have mastered a skill.
- Use a cycle of inquiry approach that incorporates early warning system data (attendance, behavior, and course work) and student group data (e.g., race/ethnicity, students with disabilities, EL) for an equitable whole child view.

Prepare 8th Graders Transitioning to High School

- Provide students with orientation to the school.
- Provide mandatory summer bridge / summer school programs to support students who are failing courses.
- Engage middle school staff in vertical alignment so students who will need added supports (such as Wrap Around Intensive Services (WISe)) have them in place the first day of school.
- Register students in March.
- Partner with middle school staff to have High School and Beyond Plans (HSBP) created and transferrable to the high school.
- Provide parents training on Student Information Systems so they can help their students succeed by tracking grades and attendance.
- Use older students to mentor freshmen through ongoing Link Crew or Freshmen Academies.
- Build relationships with the school by recruiting for clubs and sports for all students and building time into the day for their participation.

Build in Multi-tiered System of Supports (MTSS)

- Embrace an ownership of all students; they each belong there.
- Build intervention time into the school day.
- Extend deadlines for course completion. For example, adding 20 days to finish key project with support.
- Organize supports by tier (all, group, or individual interventions) for early warning indicators (attendance, behavior, and course work). Use needs assessments and progress monitoring data to place and exit students from interventions.
- Engage in family and community partnerships to get the supports students need.

Create a View of the Future

- Make High School and Beyond planning authentically tied to relevant and engaging instruction that aligns to students’ life goals.
- Provide all students opportunities to gain knowledge about and visit post-secondary options such as colleges, skill centers, tech schools, military, and job

shadows.

- Provide information on apprenticeships as post-secondary option and be aware of current options and supports to help them get to their goals.
- Provide access to dual credit options and college and career readiness for all students.
- Sponsor career and college fairs to share options with all students.
- Make all students and families aware of financial aid options and the timelines associated with them.
- Align and provide comprehensive advance course, post-secondary, and scholarship information dissemination and counseling for all students, including students with disabilities, rather than relying on IEP teams or special education teachers.

How Federal and State Funds May Be Used to Support 9th Graders on Track

Below you will find strategies and examples a school or LEA may support with specific federal and state funds to support 9th Graders on Track. These do not represent all the strategies and activities that may be paid for with federal funds for this purpose. Work with your district’s program directors to identify funds which may be used to support identified activities for your students.

For more information on whether a specific activity or program may be funded with a specific federal and state funding source, consult the law, or contact the appropriate program office (see list of contacts in Appendix A).

Funding Source	Sample Activities/Strategies That May Be Funded
Title I, Part A	<p>Title I, Part A program funds may be used to provide services for customized instruction and curricula that helps these students meet academic standards and take an active, engaged interest in what they learn and can do.</p> <p>Schoolwide and Targeted Assistance models have a required comprehensive needs assessment component. Therefore, the comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses influencing student performance. It also sheds light on the needs of the entire program. The delivery of associated information and supports may be a part of existing Comprehensive School Counseling Program (CSCP) plans and curriculums.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide professional development for educators and aides, and efforts to extend learning time (before-school,

	<p>afterschool, and summer instruction), are major uses of Title I, Part A funds in both types of models.</p> <ul style="list-style-type: none"> • Provide activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, and dual or concurrent enrollment programs). • Provide transition strategies between schools and other transition plans as appropriate (e.g., between middle and high school programs for helping students make the transitions from middle to high school) potentially as a part of a CSCP. • Provide Family Engagement activities that addresses high school success which include these guiding principles: <ul style="list-style-type: none"> ○ Family engagement is shared and co-constructed, necessitating the participation of students and families in designing family engagement strategies. ○ Communities are committed to a data-driven process and to evaluation for learning and accountability. ○ Schools and communities are working to address the obstacles to family engagement – including those related to social disadvantage and cultural differences – and providing meaningful opportunities for families to take action. ○ Ensuring that parents understand how to use online databases to monitor grades, attendance, and other indicators of student progress. ○ Increase parents’ understanding of coursework requirements and the importance of attendance. ○ Connect families to relevant student support services in and out of school.
<p>Title I, Part C</p>	<p>Title I, Part C funds may be used for supplemental supports for eligible migrant students.</p> <p>Migrant students successfully completing high school, obtaining a high school diploma, and pursuing post-secondary education is predicated on their ability to earn credits in a timely fashion and to graduate with their peers. Too often students may become discouraged to complete high school if their migratory lifestyle interrupts their education and limits their ability to complete coursework and accumulate required credits. The delivery of this information and support may be a part of existing CSCP plans and curriculums.</p>

	<p>In addition, Highly Capable migrant students are at times unidentified due to barriers identifying eligible students such as families' migratory lifestyle.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Determine Expected Year of Graduation (see CEDARS manual) that reflects the academic needs of migrant student. • Provide tutorial support to help students develop good learning strategies throughout high school. • Provide advocacy to Priority for Service migrant students (student advocate) that may help guide the student and parents to stay on course to graduate. • Ensure migrant students and families know the graduation requirements as a part of a CSCP. • Provide credit accrual opportunities to ensure students stays on course to graduate. • Provide training to migrant students and parents on how to inform the school of their mobility to establish a plan of study while the student is away from school (Extended Absence Agreement). • Establish policies and/or procedures that guide the district on the steps to grant partial transferrable credit for a migrant student to take to the next school. • Assist with school fees that may prevent a student from receiving a school transcript or participating in graduation activities. • Assist with transportation, assessment fees, or school supplies that may be barriers to school access. • Support transitions from 7th and 8th grade to 9th grade.
<p>Learning Assistance Program</p>	<p>LAP funds may be used to support high school transition programs for students who are at risk of not being successful upon transition to 9th grade. These supports may begin in 8th grade and continue in the summer and through 9th grade. If over one-third of the incoming freshman students experience one or more early warning indicators (excessive absenteeism, failing a course in the first quarter, or receiving a suspension), school-wide support services may be provided.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Develop and implement a school-wide transition program if over one-third of incoming freshmen students experience one or more early warning indicators. • Create an 8th grade student mentor system where each

	<p>student is assigned a high school peer mentor. Mentor/mentee activities are scheduled monthly over the course of the school year. Opportunities are scheduled for mentor/mentees to connect over the summer and during the beginning of the 9th grade school year.</p>
<p>School Improvement</p>	<p>Improvement funds are available to schools identified as eligible for Tier 3 and 3 Plus supports through Washington’s School Improvement Framework (WSIF), as well as to certain other identified districts and entities (e.g., Required Action Districts).</p> <p>All funds are expressly intended for implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.</p> <p>Plans must be based on annual needs assessment, be informed by WSIF indicators and the state’s long-term goals which drove identification, as well as resource inequities that perpetuate disparities in educational achievement.</p> <p>Use of improvement science principles must be incorporated in the drafting, review, adjusting, and implementation of the goals within an improvement plan. Activities in plans must be centered on the use of evidence-based and research-oriented approaches. Additionally, incorporation of the broader school and community must be a facet of the improvement planning process from the beginning and throughout.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Professional development on attendance best practices, guidelines, and regulations. • Materials and supplies that promote regular attendance and engagement at the school (no incentives). • Human resources that supports 9th grade success, e.g., counseling services, interventionists, specialized staffing.
<p>Title II, Part A</p>	<p>Title II, Part A funds may be used to support professional learning opportunities for teachers, principals, and other building administrators (responsible for day-to-day operations of the school building). Instructional paraeducator may receive the same professional learning as teachers as it relates to classroom instruction.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide training on high school readiness pathways to

	<p>graduation.</p> <ul style="list-style-type: none"> • Provide training on supporting 9th grade students' social, emotional, and academic learning needs to maintain their participation in high school. • Provide training to prepare students for life after high school.
<p>Title III, Part A</p>	<p>Title III, Part A funds are to be used for creating more welcoming environments for English learners.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Hire an EL Advocate or building language specialist to assist teachers and administrators in recognizing and responding to the unique needs of multilingual English learner students and the cultural and linguistic nuances that affect their learning. • Provide professional learning pertaining to culturally and linguistically responsive instruction that supports the learning of multilingual and Native students. • Provide support services to welcome the families of eligible American Indian/Alaska Native students into the school environment, which may include: <ul style="list-style-type: none"> ○ Hosting family nights and introducing the Since Time Immemorial and tribally developed curriculum as a resource to build language and literacy with their children. ○ Hosting community literacy nights to introduce the Northwest Native American reading curriculum (available from OSPI Office of Native Education.) ○ Literacy activities in preparation for the canoe journey or other tribally specific gatherings. • Develop two-way communication with eligible multilingual and Native students and families for the purposes of identifying ways to ensure a positive school climate. • Provide support services to welcome multilingual English learner and immigrant students into the school environment, which may include: <ul style="list-style-type: none"> ○ Funding staff time to design participation programs and events to engage families of multilingual learners. ○ Purchasing materials to host a family, back to school, or welcome night for initial and ongoing face-to-face engagement with multilingual English learners' and immigrant families. ○ Scheduling additional hours for teachers to conduct home visits to the families of eligible students.

	<ul style="list-style-type: none"> ○ Delivering family trainings supplemental to trainings offered to all parents, such as ESL classes, technology, homework support, understanding the U.S. school system, and ways parents can help their children succeed academically. ○ Title III, Part A program funds may be for translation or interpretation services specific to the Title III program.
<p>Transitional Bilingual Instruction Program</p>	<p>Transitional Bilingual Instruction Program (TBIP) funds are allocated by the State and must be used for the specific intent and purposes of the program. TBIP funds supplement basic education funds to provide effective English language development instruction to all eligible English learners.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide effective professional development training of sufficient duration and depth for administrators, teachers, counselors, and other staff on bilingual program models. ● Provide professional learning opportunities for educators on alternative instructional program and appropriate instructional strategies to engage multilingual students. ● Provide supplemental curriculum and instructional materials that support English language development for eligible students.
<p>Title IV, Part A</p>	<p>Under the Safe and Healthy Students focus, Title IV, Part A funds may be used to focus on strategies designed to ensure that 9th graders are on track.</p> <p>LEAs may determine that an emphasis on the transition from middle/junior high to high school is an area in need of greater support and then create a Freshman Orientation for students to attend at the end of 8th grade or beginning of 9th grade.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide funds to be used to host family nights designed to present general topics such as expectations and available resources, or on specific topics such as digital safety, diversity, or drug and violence prevention. ● Provide funds to be used to develop and provide learning materials or train specialist to help students with study skills and social emotional learning skills.
<p>Highly Capable Program</p>	<p>The state Highly Capable Program (HCP) funds are required to be used to identify and serve HCP students. HCP funds are to be used to provide accelerated learning and enhanced instruction.</p>

	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide counseling services to HCP students that focus on appropriate course selection. • Provide activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, College in High School, Cambridge International, Running Start, and other dual or concurrent enrollment programs). • Provide professional development for teachers and aides, and efforts to extend learning time (before-school, afterschool, and summer instruction) for advanced learning opportunities. • Provide transition strategies between schools and other transition plans as appropriate (e.g., helping students make the transitions from middle to high school). • Provide Family Engagement activities that address high school success.
<p>IDEA, Part B</p>	<p>IDEA, Part B funds must be used only to pay the excess costs of providing a free and appropriate education (FAPE) to students with disabilities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide staff to assist students with disabilities with additional credit recovery opportunities. • Provide professional learning opportunities for middle and high school counselors to support High School and Beyond and transition planning for students with disabilities. • Provide professional development for school counselors and LEA representatives on school to post-school transition planning, how it aligns with the HSBP, and how to explicitly include students with disabilities in professional discussions around advance coursework, CTE, and post-secondary planning.
<p>IDEA, Part B, Coordinated Early Intervening Services</p>	<p>LEAs may use up to 15% of their IDEA, Part B funds to assist students in grades K–12 who do not currently have an IEP, but who require additional academic and behavioral support.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Provide a summer program for incoming 9th graders not identified as students with disabilities who attended a school where 8th grade School Quality Student Success (SQSS) indicators were not met.

**Title V, Part B, Rural
Education Initiative
(SRSA/REAP/RLIS)**

Anytime an activity is allowed under Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A then it is also allowed under Title V, Part B for eligible LEAs.

Examples of Activities to Support 9th Graders On-Track

The table below provides examples of how federal and state program funds may be coordinated to support 9th graders. There may be specific requirements under each of the state and federal programs to consider before implementing. To meet these requirements, consult with your district’s program directors.

LEA Level Activities	Title I, Part A	School Improvement	Title I Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS
Provide transition opportunities to students as they move from middle/junior high to high school.	X	X	X		X	X	X	X	
Provide opportunities to parents to learn how to use online databases to monitor grades, attendance, and other indicators of student progress.	X	X	X		X	X	X	X	X
Increase parents’ understanding of coursework requirements and the importance of attendance.	X	X	X		X	X	X	X	
Provide professional learning to educators pertaining to culturally relevant instruction and cultural competency to support students as they transition into and remain in high school until graduation.	X	X	X	X	X	X	X	X	

School Level Activities	Title I, Part A	School Improvement	Title I Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS
Provide professional development for teachers and aides, and efforts to extend learning time (before-school, afterschool, and summer instruction).	X	X	X	X	X	X	X	X	X
Provide activities designed to increase access and prepare students for success in high- quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, and dual or concurrent enrollment programs).	X	X	X		X	X	X	X	
Host family meetings designed to present general topics such as expectations and available resources, or on specific topics such as digital safety, diversity, or drug and violence prevention.	X	X	X		X	X	X		
Develop and provide learning materials or train specialist to help students with study skills and/ or peer coaches.	X	X	X	X			X	X	
Provide educators and families time to connect in an informal setting, to prevent and resolve problems in a more succinct and efficient manner, and to expand the teacher’s knowledge of students’ home life and cultural background.	X	X	X		X	X		X	

Braiding Funds for Staffing and Student Information Systems for 9th Grade Struggling Students

Data

An LEA conducts a comprehensive needs assessment and identifies through their data that 57% of their students with disabilities, 49% of its EL students, and 47% of their American Indian/Alaskan Native students are not on-track to graduate at the end of their 9th grade year.

Activity

School A receives Title I, Part A funds, and is an identified for Targeted support school as a result of three of its student groups and needs a way to respond more quickly to failing grades. A Title I, Part A school-wide school, School A, decides to hire a staff person to coordinate interventions using an early warning reporting tool to become more responsive to students who are failing courses or whose grades are dropping. School A elects to hire a staff person who is bilingual who will be able to communicate more easily with EL students and their families and is familiar with students with disabilities. They will also add a peer mentoring/tutoring class where incoming students who have been identified as needing supports will be given a peer mentor and taught SEL skills. The school could use Title I, Part A as a funding source to contribute to purchasing the early warning reporting tool and to cover the new staff position to monitor data reports and student interventions. Funding for this could also come from School Improvement (Comprehensive and Targeted Supports) and Title III Part, A to support the EL population and from IDEA, Part B to support students who do not currently have an IEP but who require additional academic support. Title IV, A funds would cover the cost of a person to staff this class and buy curriculum for peer mentoring.

In this scenario, multiple funding sources are available to use and consolidate to support providing early warning data, staffing a person to monitor data, coordinate interventions, and creating a peer mentoring class. The activities are allowable under each applicable grant, yet these funding sources continue to maintain their identity and expenditures for each source and are documented by the school or LEA.

Expected Outcomes/Timeline

Over the next three years with ongoing monitoring the school saw an increased number of students with disabilities, English learners, and American Indian/Alaskan Native descent who stayed on-track to graduate in 9th grade.

Advanced Learning Opportunities (Dual Credit)

Among Washington's enrolled 9–12 grade students, 195,370 completed at least one dual credit course in 2017. These numbers represent a 36.8% increase in the number of students completing at least one course from 2010-17 and show that 56.7% of all 9–12 grade students completed a dual credit option in 2017. (see the WA Student Achievement Council's comprehensive [2018 Dual Credit Report](#))

What is “Dual Credit”?

A “Dual Credit” course is a rigorous course taught in a college or high school that provides students with the potential to earn high school and college credit. Dual Credit programs include Advanced Placement (AP), Cambridge International (CI) and International Baccalaureate (IB) courses with exams, and Career and Technical Education/CTE Dual Credit, College in the High School (CHS), and Running Start (RS) courses that can result in college course credit.

Why “Dual Credit”?

In today's world, 2/3 of all jobs require some post-high school training or education. Taking dual credit is connected to higher high school graduation rates, increased college enrollment and degree completion, and greater self-confidence for students.

Dual Credit Programs

Advanced Placement (AP)

The AP program allows 9–12 grade students to take rigorous, college preparatory high school courses. With courses in a variety of subject areas, AP provides interested and academically-prepared high school students with the opportunity to advance their studies. Students potentially earn college credit or advanced placement into upper-level college courses by earning a score of three or higher (out of five) on AP exams. Most colleges recognize the rigor of AP courses when making admissions decisions.

Cambridge International (CI)

The Cambridge Program offers an international, pre-college curriculum and examination system, emphasizing the value of a broad and balanced education for academically prepared students. Students meet international standards in this rigorous course of study. Students may enroll in up to 17 college preparatory high school courses within the program's three curriculum groups: 1) mathematics and science, 2) world languages, and 3) arts and humanities. Students may earn college credit based on exam scores.

College in the High School (CHS)

A program in which a high school and a college enter into a contract to have a college course taught in the high school by a college-approved high school teacher. The Agreement between the school and college is aligned with thirteen of the seventeen National Association for Concurrent Enrollment Programs (NACEP) standards. High school students seeking to earn college credit through their CHS course must officially enroll in the college and pay, or have

paid, the associated course fee. Students must be in 10–12 grade and meet all eligibility requirements for entrance into the college course they wish to take. Student outcomes in CHS courses are assessed by the same standards used for the course offered at the college. Students earn college credit upon completion of the course that is transcribed on their college transcript. The credit earned may also be transferrable to other institutions of higher education in-and out-of-state.

CTE Dual Credit (formerly Tech Prep)

CTE Dual Credit serves students in grades 9–12. All CTE Dual Credit classes are taken on the high school campus and are identified as Career and Technical Education (CTE) classes. There must be a current articulation agreement between the college and the school district in place for students to have the potential for earning dual credit. CTE classes, whether CTE Dual Credit or not, integrate academics with technical skills, employability skills, and leadership Development to help prepare students for advanced education and careers related to “professional-technical” occupations.

International Baccalaureate (IB)

The IB program is designed as an academically challenging and balanced program of rigorous high school classes with standardized final examinations. The high school program is normally taught over the junior and senior years and is recognized and respected by the world's leading universities. Students may take individual IB courses or may complete three core elements and six subject courses that combine standard and higher-level exams to earn an IB diploma.

Running Start

Running Start is a program that allows 11th and 12th grade students to take college courses at Washington's 34 community and technical colleges, Central Washington University, Eastern Washington University, Washington State University, the Northwest Indian College, and the Spokane Tribal College. Running Start students and their families do not pay college tuition; however, students do pay for other college fees, books, and transportation. The participating colleges are reimbursed by the K–12 districts based on the number of full-time employees (FTE) for students participating in this program. Students receive both high school and college credit for these classes. Earned college credit upon completion of the course is transcribed on a student's college transcript and the credit earned may be transferrable to other institutions of higher education in-and out-of-state.

How Federal and State Funds May Be Used to Support Advanced Learning Opportunities (Dual Credit)

Below you will find strategies and examples a school or LEA may support with specific federal and state funds to implement Advanced Learning Opportunities. These do not represent all the strategies and activities that may be paid for with federal funds for this purpose. Work with your district’s program directors to identify funds which may be used to support identified activities for your students.

For more information on whether a specific activity or program may be funded with a specific federal and state funding source, consult the law, or contact the appropriate program office (see list of contacts in Appendix A).

Funding Source	Sample Activities/Strategies That May Be Funded
<p>Title I, Part A</p>	<p>Title I, Part A funds provide supplementary services for students in low-income schools who are struggling meet State academic standards. ESSA indicates that these funds can be used to identify and serve students “who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.”</p> <p>In Targeted Assistance Programs, these funds can be used to identify or serve students with high achievement capabilities who are also receiving Title I, Part A services. In a Schoolwide Program, all students are eligible to receive Title I, Part A services.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide dual or concurrent enrollment in appropriate courses by providing: <ul style="list-style-type: none"> ○ Training for teachers involved in dual enrollment program (integrating rigor in academic program). ○ Tuition and fees, books, required instructional materials, innovative delivery methods; and ○ Transportation to and from program. • Provide a mentor to tutor and encourage struggling students in advanced learning courses.
<p>Title I, Part C</p>	<p>Title I, Part C funds may be used for supplemental supports for eligible migrant students.</p> <p>Migrant students eligible for Highly Capable, Advanced Placement, Running Start and other similar programs may be overlooked for</p>

	<p>services if barriers to identifying eligible students does not align with migratory lifestyle or does not accommodate for the language needs of migrant students.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide information to students and families on the identification and placement process for Highly Capable services in a format and language they understand. • Provide advocacy to Priority for Service migrant students (student advocate) that may help guide the student and parents to successfully complete courses. • Provide training to migrant students and parents on how to inform the school of their mobility to establish a plan of study while student is away from school (Extended Absence Agreement). • Establish policies and/or procedures that guide the district on the steps to grant partial transferrable credit for a migrant student to take to the next school. • Support costs such as textbooks, transportation, etc. for students enrolled in dual credit courses such as Running Start, College in the High School, etc. that will lead to a high school diploma. • Assist with school fees that may prevent a student from receiving a school transcript or participating in graduation activities. • Assist with transportation, assessment fees, or school supplies that may be barriers to school access.
<p>School Improvement</p>	<p>Improvement funds are available to schools identified as eligible for Tier 3 and 3 Plus supports through Washington’s School Improvement Framework (WSIF), as well as to certain other identified districts and entities (e.g., Required Action Districts).</p> <p>All funds are expressly intended for implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.</p> <p>Plans must be based on annual needs assessment, be informed by WSIF indicators and the state’s long-term goals which drove identification, as well as resource inequities that perpetuate disparities in educational achievement.</p> <p>Use of improvement science principles must be incorporated in the</p>

	<p>drafting, review, adjusting, and implementation of the goals within an improvement plan. Activities in plans must be centered on the use of evidence-based and research-oriented approaches. Additionally, incorporation of the broader school and community must be a facet of the improvement planning process from the beginning and throughout.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Provide professional learning opportunities on advanced learning to education staff to increase awareness and to provide courses for high school students that may have not been provided this opportunity. • Supplies or materials that support advanced learning opportunities. • Staffing to support advanced learning opportunities (supplemental, not supplanting).
Title II, Part A	<p>Title II, Part A funds may be used to support professional learning opportunities for all teachers, instructional paraeducators, principals and other building administrators (responsible for the day-to-day operations of the school building on advanced learning options for students.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide professional learning for teachers on advanced learning programs for high school students that may have not been provided this opportunity. • Provide training to teachers on meeting the requirements to teach advanced learning courses.
Title III, Part A	<p>Title III, Part A funds may be used for supplemental supports for eligible students, long term professional learning that develops educators' ability to meet the needs of eligible students within advanced learning opportunities, and specific family engagement activities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide funds to pay for the books, study guides, and supplemental materials that will support success in such classes for eligible multilingual English learners and eligible American Indian/Alaska Native students. • Provide supplemental instructional support to promote academic success in these classes, such as tutoring or support from a high school EL advocate or language specialist. • Provide funds to cover the cost of providing supplemental

	<p>dual/concurrent enrollment programs or college-in-the-high-school classes, including the teacher’s salary, for courses that are designed specifically to improve EL access to rigorous coursework.</p> <ul style="list-style-type: none"> • Support family engagement efforts for multilingual families related to access to rigorous coursework.
<p>Transitional Bilingual Instruction Program</p>	<p>Transitional Bilingual Instruction Program (TBIP) funds are allocated by the State and must be used for the specific intent and purposes of the program. TBIP funds supplement basic education funds to provide effective English language development instruction to all eligible English learners.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide parents/families with information on advanced learning opportunities for their bilingual students. • Provide integrated English language development within advanced learning opportunities and programs. • Fund co-teachers who co-plan, co-teach, and co-assess to integrate English language development within advanced learning courses.
<p>Title IV, Part A</p>	<p>Under the Well-Rounded Education focus, Title IV, Part A funds may be used to support Dual Credit programs such as Advanced Placement (AP), Cambridge International (CI) and International Baccalaureate (IB) courses with exams, and Career and Technical Education/CTE Dual Credit, College in the High School (CHS), and Running Start (RS) courses and exams.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide funds to cover all or part of the costs of accelerated learning exams for low-income students that are not already covered by state funding. • Provide funds to increase the availability of and enrollment in AP programs enable students to prepare for college rigor and receive college credits.
<p>Highly Capable Program</p>	<p>The state Highly Capable Program (HCP) funds are required to be used to support identification and services for HCP students. HCP funds may be used to provide advanced/accelerated instruction for HCP students. HCP funds are to be used to support programs which build upon the strengths and abilities of the student for advanced services.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide professional learning for HCP teachers in instructional practices to meet the academic, social, and

	<p>emotional needs of HCP students.</p> <ul style="list-style-type: none"> • Provide tuition and fees, books, required instructional materials for low-income students for participation in advanced learning programs.
<p>IDEA, Part B</p>	<p>IDEA, Part B funds must be used only to pay the excess costs of providing a free and appropriate public education (FAPE) to students with disabilities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide a co-teacher to support access of advanced coursework for students with disabilities. • Support parental involvement to better inform families about how and why rigorous coursework is important to college and career readiness for students with disabilities. • Provide professional development opportunities for special education teachers and IEP teams on writing IEPs that provide for success in advanced coursework. • Provide support to address the needs of Twice Exceptional or 2E students, those with IEPs or Section 504 plans who are also highly capable.
<p>IDEA, Part B, Coordinated Early Intervening Services</p>	<p>LEAs may use up to 15% of their IDEA, Part B funds to assist students in grades K–12 who do not currently have an IEP, but who require additional academic and behavioral support, and are at risk of becoming eligible under IDEA.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Provide supplemental curricular materials to assist low-performing students who are not students with disabilities to participate and succeed in advanced coursework.
<p>Title V, Part B, Rural Education Initiative (SRSA/REAP/RLIS)</p>	<p>Anytime an activity is allowed under Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A then it is also allowed under Title V, Part B for eligible LEAs.</p>

Examples of Advanced Learning Opportunities for Students

The table below provides examples of how federal and state program funds may be coordinated to support advanced learning opportunities for students. There may be specific requirements under each of the state and federal programs to consider before implementing. To meet these requirements, consult with your district’s program directors.

LEA Level Activities	Title I, Part A	School Improvement	Title I Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS
Develop or provide professional development for school-level staff on how to prepare low achieving students to participate in advanced coursework.	X	X	X	X	X	X	X	X	X
Family engagement activities regarding the importance of advanced coursework.	X	X	X		X	X		X	
Supplemental curricular materials to assist students who are lower performing to participate and succeed in advanced coursework.	X	X	X			X		X	X

School Level Activities	Title I, Part A	School Improvement	Title I Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS
Coursework to prepare students who struggle so they can effectively participate in advanced courses (including courses/coursework during the school day, instructional materials, additional school time through tutoring to improve literacy and study skills, intensive summer school, etc.).	X	X	X		X	X	X	X	X
Instructional specialists that can assist a school in establishing and implementing advanced coursework portfolios as a method to improve student achievement for all students.	X	X	X	X	X	X		X	X
Family engagement activities to better inform families about how and why rigorous coursework is important to college and career readiness.	X	X	X		X	X		X	
Mentoring and support activities to encourage students to participate in advanced coursework.	X	X	X		X	X		X	X

School Level Activities	Title I, Part A	School Improvement	Title I Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS
Data analysis to determine which students might need additional help to access and succeed in advanced coursework.	X	X	X	X	X	X	X	X	X
AP/IB/advanced STEM curricular materials, including strengthening materials so that a more diverse student population will engage in advanced coursework.	X	X	X		X	X			
AP/IB test fees in limited cases for low-income students where the cost of the test is the responsibility of the student's parents and not the school or LEA.	X	X	X			X	X		
Professional development activities for teachers, and in some cases other building staff, on: <ul style="list-style-type: none"> • Preparing students for advanced coursework • Teaching advanced coursework • Supporting students who struggle that are enrolled in advanced coursework 	X	X	X	X	X	X		X	X
Professional development activities for general education teachers to ensure students with disabilities have access to and can succeed in advanced coursework opportunities.	X	X	X	X		X		X	

Braiding Funds to Reduce Opportunity Gaps in Completion of Advanced Learning Options (Dual Credit)

Data

An LEA has identified through their data that, while the dual credit completion rate for all students is 30.6%, an opportunity gap exists for certain student groups, compared to their proportion to the general population, as shown in the table below:

Student Group	% to population	Dual Credit Completion Rate*
Hispanic	37.1%	19.8%
English Learners	19.4%	9.7%
Students with Disabilities	17.5%	11.4%

**Completion rate may include student participation in the Advanced Placement, Cambridge International, Career and Technical Education (CTE) Dual Credit, College in the High School, International Baccalaureate and/or Running Start programs.*

Activity

Based on evaluation of the opportunity gap in dual credit enrollment, the LEA determines that students need academic preparation and support, reduction of financial barriers, and information about accessing opportunities.

Beginning with the 8th grade transition process, the LEA increases family engagement in developing the high school and beyond plan. Basic Education supports the school's student-led conferences. Title III funds are used for staff time to conduct home visits, meetings in community centers, and small informational meetings in families' primary languages. Dual credit opportunities are discussed at the LEA's Special Education Advisory Committee meetings, Migrant Parent Advisory Committee meetings, Highly Capable information meetings, and Title I parent meetings. In these outreach opportunities, families receive information and training on how to set annual goals and access opportunities to prepare students for dual credit courses aligned with their interests and post-secondary goals, as represented in their transition and high school and beyond plans.

The high school offers a Title III-funded summer bridge program to help English learners bolster their skills to prepare them for dual credit opportunities.

The LEA offers academic and financial supports to students served through federal programs while they are enrolled in dual credit courses. Title III provides tutoring support, study guides, and test prep to English learners. State funding reduces the cost of dual credit courses' test fees for low-income students. Title III, Title IV, and Title I, Part C, cover the remaining amount for eligible students. State funding and Title IV funds are used to cover dual credit course enrollment fees. When these funds are exhausted, Title III and Title I, Part C, are used to cover the remaining course enrollment fees for eligible students.

The LEA uses Title II, Part A, IDEA Part B, and Title III funds to provide professional learning to staff working with the identified student groups on how to provide structured supports for students enrolled in their dual credit courses.

Expected Outcomes/Timeline

Over the next three years, with ongoing monitoring, the school saw an increased percentage of the related student groups successfully accessing and completing dual credit coursework.

Early Learning Activities

Early learning programs can be used as a means of addressing equity gaps to eliminate disparities in long-term student achievement and support students' success. Early childhood is a critical period of learning and development, and young children's experiences lay the foundation for success in school and in life. High-quality, inclusive early learning, starting at birth and continuing through third grade, can promote healthy social-emotional development, assist with English language acquisition, and help build a strong academic foundation. While all children benefit by participating in high-quality early learning programs, the achievement gains are largest for children from low-income families and others who have been traditionally underserved. It is important to note, however, that preschool programs must be of high quality to have a significant effect on children's learning and development. For more information about quality see program standards from the [National Association for the Education of Young Children](#).

Research shows coordination across early learning programs and elementary schools results in improved short-term initial school adjustment, long-term social and emotional development, and academic outcomes for children. Kindergarten transition activities connect families, childcare providers, children, and schools prior to the start of school in order to support readiness and positive adjustment to the K-12 educational setting. For examples of effective kindergarten transition practices see OSPI's [PreK-3rd Grade Transition Resources](#).

Continuity between home, preschool and school is also important. Strong connections between families and schools have been linked to positive child outcomes that go beyond any direct effect the families or schools have (Pianta and Kraft-Sayre, Successful Kindergarten Transition). Positive transition experiences can reduce stress, improve social adjustment, and influence child and family perceptions well beyond kindergarten.

Transition to Kindergarten (TK) is a legislatively established and authorized kindergarten program for children who are at least 4 years old by August 31, who do not have access to high-quality early learning experiences prior to kindergarten, and have been deemed by an LEA, through a screening process and/or other instrument(s), to need additional preparation to be successful in kindergarten the following year. Please see OSPI's [Transition to Kindergarten](#) website for more information.

How Federal and State Funds May be Used to Implement Early Learning Programs and Activities

Below you will find some activities and expenditures a school or LEA may support with federal and state funds to implement high quality activities. These do not represent all the activities that may be paid for with federal and state funds. It is important to recognize that in most cases, funds are limited to use with eligible children and may have additional restrictions or maximum amounts allowable. For more information on whether a specific activity or expense may be funded with a specific federal or state funding source, consult the law or contact the appropriate program office. (See list of contacts in Appendix A).

Please see the [Funding Early Learning Activities in Washington State with Title I, Part A Guidance](#) for more information about blending and braiding federal and state funds to develop and expand high-quality, inclusive early learning programs.

Funding Source	Sample Activities/Strategies That May Be Funded
Title I, Part A - Improving the Academic Achievement of the Disadvantaged	<p>Please note that with the reauthorization of ESSA, the ESEA has been transformed from a K–12 education law to one which envisions a preschool through 12th grade (P-12) continuum of learning.</p> <p>At the building level, Title I funds can only be used to support students who have been identified as at risk of failing to meet state standards when they reach kindergarten, as determined by multiple points of data. Schoolwide building programs are exempt from this identification requirement. Most district level preschools operate as Targeted Assistance schools and are, therefore, required to identify students to serve.</p> <p>Title I, Part A funds can be used to for a building level, district level, or community level preschool, including:</p> <ul style="list-style-type: none"> • Preschool teacher • Paraeducator • Supplemental curriculum/materials/technology • Professional development • Parent/Family engagement activities • Program administration • Data analysis <p>These funds can also be used to support additional early learning activities:</p> <ul style="list-style-type: none"> • Parental support for infants and toddlers.

	<ul style="list-style-type: none"> • Transition activities/resources. • Professional development (public and private school teachers/paraprofessionals). • Home visits
Learning Assistance Program (LAP)	<p>LAP funds may be used to fund Transition to Kindergarten (TK) activities and programs that focus on math, English Language Arts (ELA), and/or academic readiness for students enrolled in kindergarten for the upcoming year who have been identified through data as needing extra support for transitioning into kindergarten.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Salaries/benefits for staff (certificated, classified, admin) to run pre-kindergarten jump start program(s). • Instructional supplies for use with kindergarten jump start program(s). • Transportation of incoming kindergarteners to the jump start program(s). • Professional development targeted at meeting the needs of the incoming kindergartners. • Funding a family engagement coordinator and/or family events and training targeted at the identified needs of LAP-served students. • Food, after other options have been explored, such as food service, PTA, donations, etc. • Books for LAP-served students. • Sharing preschool data with kindergarten (Note: While OSPI encourages data sharing between preschool and kindergarten to support LAP programs and students, LAP funds should not be used for this practice exclusively. LAP funding can be a part of the plan to help support incoming kindergartners who qualify for LAP services, but not the sole activity.)
Title I Part C - Migrant Education	<p>Title I Part C Migrant Education funds may be used to support the identified needs of preschool aged migrant students (ages 3 to 5, not yet in kindergarten) to achieve the Measurable Program Outcomes identified in the Washington Migrant Education Program Service Delivery Plan. Funds must be used to supplement and not supplant other resources for which migrant students may be eligible and entitled to access. Funds may be used in coordination with other federal, state, or local resources.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Staffing • Transportation

	<ul style="list-style-type: none"> • Materials, other support services
Title III – English Language Acquisition, Language Enhancement, and Academic Achievement Act	<p>Title III funds can only be used after Title III-required activities are funded for K–12 eligible English learners. However, preschool educators and administrators can be included in Title III funded activities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Professional learning for educators and administrators on effective instruction for English learners • Activities to engage families in the language instruction program for English learners, including annual recommendations for improvement and activities to assist with transitioning from preschool to elementary
Special Education Individuals with Disabilities Education Act, IDEA Part B	<p>Under 34 CFR 300.208(a)(1), IDEA Part B funds may be used for the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to students ages 3 to 5 with a disability, in accordance with the student’s IEP, even if one or more students without disabilities benefit from these services.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide itinerant special education staff to support developmentally appropriate practices for students with disabilities. • Support parental involvement to better inform families about how and why early interventions and access to general education environments are critical for improving outcomes for students with disabilities. • Provide collaborative professional development opportunities for special education teachers, early learning providers, and families for integrating supports for students with disabilities.
Title V, Part B, Rural Education Initiative (SRSA/REAP/RLIS)	<p>Anytime an activity is allowed under Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A then it is also allowed under Title V, Part B for eligible LEAs.</p>
Career Technical Education/Federal Carl D. Perkins Funding	<p>Career Technical Education (CTE)/Federal Carl D. Perkins funding may be used to support Family and Consumer Sciences (FACS) courses and can include a preschool lab program in coordination with an Early Childhood CTE course. The funds may be used to supplement the educational programs generally offered with state and local resources, such as supplies and equipment, contracted services, and curriculum resources. FACS courses will generate</p>

	enhanced funding based on the CTE formula. These enhanced dollars may be used to support the preschool lab as determined by the CTE program budget allocation.
Graduation Reality and Dual-Role Skills (GRADS) Program for Pregnant and Parenting Teens	A requirement of having a Graduation Reality and Dual-Role Skills (GRADS) Program for Pregnant and Parenting Teens program is onsite or nearby childcare, a Family and Consumer Sciences (FASCE) teacher, and an advisory board. Onsite childcare/preschools are used as learning labs for ECE and GRADS students. All the funding discussed above under Carl Perkins is also available through a GRADs program.
Head Start	<p>Head Start is a comprehensive preschool program funded by the federal government for children ages 3 and 4 from families at or below 130% FPL or eligible for public assistance. Children who are homeless (McKinney-Vento definition of homelessness) or who are in foster care are also eligible. Up to 10% of families can be over income with risk factors like developmental delay or other factors determined by a community needs assessment and the Head Start grantee.</p> <p>For information about offering Head Start contact: Cathy Garland, Administrator, Head Start Collaboration Office, Department of Children, Youth, and Families cathy.garland@dcyf.wa.gov</p>
American Indian and Alaska Native Head Start (AIAN)	American Indian and Alaska Native Head Start (AIAN) services are administered through tribal nations and target AIAN children and families. See general Head Start description above.
Migrant/Seasonal Head Start	Migrant/Seasonal Head Start services are targeted toward families whose primary source of income is agriculture. Services are provided to children birth to age five. See general Head Start description above.
Child Nutrition Program	Funds are available through the Child Nutrition Program to provide reimbursement for foods served in preschool programs that are registered to participate. Information about eligibility and registration can be found on the Child Nutrition page of the OSPI website.
Early Childhood Education and Assistance Program (ECEAP)	Early Childhood Education and Assistance Program (ECEAP) is Washington's pre-kindergarten program that prepares 3- and 4-year-old children from low-income families for success in school and in life. The Department of Children, Youth, and Families (DCYF) oversees the program. The program is primarily for children 3 and 4 from families at or below 110% of the federal poverty level (FPL). Children from families with incomes above 110% of the federal poverty level are eligible if they are qualified for Special Education

	<p>and, and if the child or family is impacted by specific risk factors incorporated into DCYF ECEAP’s prioritization system. Additional children are allowed to be enrolled as space is available:</p> <ul style="list-style-type: none"> • Additional 3- and 4-year-old children from families with incomes above 110% FPL, up to 200% FPL; and • Children who turn 3 <u>after</u> August 31 of the school year if they have participated in Early Support for Infant and Toddlers (ESIT), Early Head Start, or Early ECEAP and are from families either up to 200% FPL or impacted by specific risk factors. <p>ECEAP focuses on the well-being of the whole child by providing comprehensive services, including education, health services, nutrition, family support, and family engagement.</p> <p>Funding for ECEAP includes salaries and benefits for direct service personnel, goods and services, equipment, facilities, child transportation, training, travel, and other costs directly related to ECEAP services. ECEAP funds may only be spent for the share used solely for ECEAP purposes.</p> <p>In 2019, with federal funds from the Preschool Development Grant Birth through Five (PDG B-5) 2.0, Senate Bill 5437 required DCYF to “develop a plan for phased implementation of a birth to three early childhood education and assistance program pilot project,” now named Early ECEAP. Early ECEAP is built on the model and successful outcomes of Early Head Start (EHS) center-based and family childcare models. The Early ECEAP standards are based on EHS performance standards.</p> <p>For information about offering ECEAP contact the ECEAP Inbox at eceap@dcyf.wa.gov.</p>
<p>Working Connections Child Care Subsidy</p>	<p>Working Connections Child Care Subsidy assists eligible families with child care costs. To qualify, families must be at or below 200% of the federal poverty level; have eligible children; and have an approvable activity such as work; a combination of education and work; or be participating in the Department of Social and Health Services WorkFirst program.</p> <p>Subsidy funds for eligible families are paid directly to the childcare provider. Providers may use funds as they see fit. Preschool programs must be licensed, or license exempt and participating in Early Achievers in order to access Working Connections Child Care Subsidy. Providers are eligible for additional reimbursement based</p>

	<p>on their Early Achiever’s rating.</p> <p>For more information about Child Care Subsidy contact: Jason Ramynke, Child Care Subsidy Administrator, Department of Children, Youth, and Families, jason.ramynke@dcyf.wa.gov</p>
<p>State Special Education Allocation</p>	<p>State Special Education Allocation funds provided for Special Education services to eligible children ages 3 to 21 may be used for the costs of Special Education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a student with a disability in accordance with the student’s IEP, even if one or more students without disabilities benefit from these services.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide itinerant special education staff to support developmentally appropriate practices for students with disabilities. • Support parental involvement to better inform families about how and why early interventions and access to general education environments are critical for improving outcomes for students with disabilities. • Provide collaborative professional development opportunities for special education teachers, early learning providers, and families for integrating supports for students with disabilities.
<p>Student Transportation</p>	<p>The state will fund students who need special transportation to a district operated Head Start, district operated Early Childhood Education Assistance Program (ECEAP), or other district operated early education program.</p>
<p>Private Pay/Parent Tuition</p>	<p>School districts may “fix a reasonable charge for the care and instruction of children” to fund preschools (RCW 28A.215.010).</p>

Examples of Early Learning Activities

The tables on the following pages provide examples of how federal and state program funds may be coordinated to support preschool and kindergarten transition. There may be specific requirements under each of the state and federal programs to consider. To meet these requirements, consult with your district's program directors.

LEA Level Activities	Title I, Part A	Learning Assistance Program (LAP)	Title I, Part C	Title III	Special Education Funding IDEA, Part B	Career Technical Education & GRADS	Head Start	Child Nutrition Program	ECEAP	Working Connections Childcare Subsidy	State Special Education Allocation	Student Transportation	Private Pay/Parent Tuition
Classroom and Instructional Supplies	X	X	X		X	X	X		X	X	X		X
Child Transportation Services		X	X		X		X		X	X	X	X	X
Computer/Information Services	X	X	X		X		X		X	X	X		X
Consultants, Training, and Professional Development	X	X	X	X	X		X		X	X	X		X
Facilities: Rental and Leases - Land and Building					*		X		X	X	*		X
Facilities: Rental and Leases - Repairs, Alterations and Maintenance							X		X	X			X
Family Support Services	X	X	X		X	X	X		X	X	X		X
Food and Kitchen Supplies		X				X	X	X	X	X			X

Furnishings and Equipment	X		X		*	X	X		X	X	*		X
Health and Nutrition			X		X	X	X		X	X	X		X
Home Visits	X	X	X	X	X		X		X	X	X		X
Information Packets	X		X				X		X	X			X
Library Resources	X		X		X	X	X		X	X	X		X
Medical Equipment			X		X				X	X	X		X
Parenting Education	X	X	X	X	X	X	X		X	X	X		X
Salaries/benefits: Classroom Teacher	X	X			X	X	X		X	X	X		X

LEA Level Activities	Title I, Part A	Learning Assistance Program (LAP)	Title I, Part C	Title III	Special Education Funding IDEA, Part B	Career Technical Education & GRADS	Head Start	Child Nutrition Program	ECEAP	Working Connections Childcare Subsidy	State Special Education Allocation	Student Transportation	Private Pay/Parent Tuition
Salaries/benefits: Paras/Support staff	X	X	X		X	X	X		X	X	X		X
Salaries/benefits: Admin support	X	X			X		X		X	X	X		X
Salaries/benefits: Comprehensive Services							X		X	X			X
Salaries/benefits: Cook, kitchen staff							X	X	X	X			X
Salaries/benefits: Psychologists, speech language pathologists, occupational therapists, physical therapists, etc.	X				X		X		X	X	X		X
Salaries/benefits: Mental Health Consultant	X						X		X				X
Transition Activities: Between grade levels. Preschool – third grade	X		X	X	X		X		X	X	X		X
Transition Activities: Part C to Part B transitions for students with disabilities turning 3					X						X		X

Transition Activities: Sharing preschool data with kindergarten	X	X	X		X		X		X	X	X		X
Travel	X		X		X		X		X	X	X		X

*Requires preapproval, may have a cost threshold

PART II. LEA ESSA FUNDING FLEXIBILITY

In addition to braiding funds, ESSA provides LEAs with three additional types of funding flexibility:

- Transferability
- Consolidating funds in a Title I, Part A schoolwide program, and
- For eligible rural, remote LEAs, funds may be blended in the Rural Education Achievement Program (REAP) through an Alternative Fund Use Authority.

In general, blended funds lose their character or identity. However, when blending or consolidating funds in a Title I, Part A schoolwide program, the intent and purpose of those funds must still be met. Transferring and REAPing funds can offer LEAs different types of flexibility. Each of the flexible funding options has specific reporting requirements but may provide an effective way for LEAs to use their funds more efficiently. Before using one or more of these funding flexibility options, be sure to review the program specific allowable activities as one of these flexible options may not be necessary. Each of these flexibilities is described in detail below.

Transferability

Under the ESSA, transferability is a flexibility authority that permits LEAs to transfer all or a portion of the funding they receive by formula under certain Federal programs to their allocations under other programs so they can address more effectively their unique needs. OSPI's formal transferability guidance can be found at [OSPI Transferability Guidance](#).

A few general rules apply to transfers of funds:

- An LEA may only transfer funds *from* Title II, Part A and Title IV, Part A.
- There are no limits on the percentage of funds an LEA may transfer from those Titles as it can be all or a portion.
- If applicable, a LEA must consult with the appropriate private school officials before transferring funds.
- If applicable, LEAs must consult with local Tribal governments.
- LEAs must notify OSPI 30 days prior to the transfer of funds through the submission of the Consolidated Grant Application (CGA) in EGMS.
- Once funds are transferred, they take on the identity of the Title to which they were transferred and must be spent under rules applicable to that Title.

LEAs May Transfer All or Some Funds From:	LEAs May Transfer Funds Into:
<ul style="list-style-type: none"> • Title II, Part A, Supporting Effective Instruction • Title IV, Part A, Student Support and Academic Enrichment 	<ul style="list-style-type: none"> • Title I, Part A, Improving Basic Programs Operated by LEAs • Title I, Part C – Education of Migratory Children • Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk • Title II, Part A, Supporting Effective Instruction • Title III, Part A, English Language Acquisition Language Enhancement, and Academic Achievement • Title IV, Part A, Student Support and Academic Enrichment • Title V, Part B, Subpart 2, RLIS

Funds cannot be transferred out of Title I, Parts A, C, or D; Title III, Part A, or Title V, Part B.

Notification of Transferability Option to OSPI

LEAs that would like to exercise the transferability option must notify OSPI 30 days in advance of the transfer. LEAs will need to notify OSPI by completing the transferability page in the Consolidated Grant Application in Education Grants Management System (EGMS) with the following information:

- The program(s) from which funds are to be transferred.
- The amount of funds to be transferred.
- The program(s) to which the funds will be transferred.

Transferring Funds

Once an LEA has notified OSPI as described above, they can transfer funds using a method of their choosing that may include:

- Retain the transferred funds in their original account(s) but maintain documentation that shows how transferred funds in the original account(s) have been reclassified. In other words, in transferring funds, an LEA does not actually have to move funds from one account to another so long as it maintains adequate documentation to account for the transfer.

Regardless of the method the LEA uses to transfer funds, the LEA must maintain records demonstrating how a program’s total funds, including transferred funds, were spent. However, the LEA does not have to account separately for the expenditure of the funds that were transferred into a program and the allocation to which the transferred funds were added.

Requirements for Transferred Funds

Transferred funds become funds of the program to which they are transferred and are subject to all the rules and requirements of the programs to which the funds are transferred.

Therefore, the transferred funds should be treated as if they were an increase to the initial allocations of this program. Spend transferred funds in accordance with requirements of the receiving program, including statutory set-asides.

For LEAs that receive a Title IV, Part A Allocation of \$30,000 or more, the requirement to include the purposes of the Title IV, Part A program as part of a comprehensive needs assessment still applies prior to the decision to transfer.

Regarding Required Set Asides

If there are required set-asides for a/or program(s) to which LEAs are transferring funds, the transferred funds need to be applied to the required set-asides for the/those program(s). *For example:* If an LEA transfers funding into Title I, Part A, it increases its total allocation, which will increase the amount of funds subject to required set-asides for parental engagement and equitable services to private schools.

Title II, Part A and Title IV, Part A Carryover Transferability Option (New)

LEAs with carryover balances in Title II, Part A and Title IV, Part A may also exercise the transferability option. The Consolidated Grant Application in EGMS provides LEAs with accurate carryover balances by eligible program and allows LEAs to notify OSPI of their intent to transfer carryover.

Rural Education Achievement Program (REAP)

REAP Alternative Fund Use Authority (flexibility) is a component of the [Rural Education Initiative](#), and provides eligible LEAs with greater flexibility in using the formula grant funds they receive under certain state-administered federal programs. LEAs eligible to apply for a Small Rural School Achievement (SRSA) Grant can also utilize REAP Alternative Fund use Authority (AFUA).

Unlike the SRSA Grant, administered by the U.S. Department of Education, REAP AFUA is not a grant and does not provide LEAs with additional funding. Rather, it gives LEAs greater latitude in spending funds from other grant programs.

For an LEA to be eligible to apply for an SRSA grant and/or to utilize REAP AFUA, they must:

- Have a total average daily attendance (ADA) of less than 600 students, **or** (b) serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; and
- Serve only schools that have a National Center for Education Statistics (NCES) school [locale code](#) of 41, 42, or 43, **or** (b) be located in an area of the state defined as rural by a governmental agency of the state.

SRSA/REAP AFUA Eligibility Criteria

A rural local education agency (LEA) is defined as being located entirely within counties with a population density less than 100 persons per square mile or a counties smaller than 225 square miles as determined by the Washington state Office of Financial Management and [published each year](#) by the department for the period July 1 to June 30. Only those LEAs that passed eligibility criteria 1(a) for SRSA would be eligible to use the alternative definition, as 1(b) is more restrictive than the alternative. A district that is eligible for either SRSA or RLIS will not be considered for alternative definition as rural. This definition aligns with [RCW 43.160.020](#) and [RCW 82.14.370](#).

REAP AFUA allows eligible LEAs to combine/pool the following allocations:	REAP AFUA LEAs may apply those combined/pooled funds to allowable activities under:
<ul style="list-style-type: none"> • Title II, Part A, Supporting Effective Instruction • Title IV, Part A, Student Support and Academic Enrichment 	<ul style="list-style-type: none"> • Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies • Title II, Part A—Supporting Effective Instruction • Title III, Part A—English Language Acquisition Language Enhancement, and Academic Achievement • Title IV, Part A—Student Support and Academic Enrichment • Title IV, Part B—21st Century Community Learning Centers

Consolidating Funds in a Title I, Part A Schoolwide Program

A school operating a Title I, Part A schoolwide program has the flexibility to consolidate funds from Title I, Part A with other federal funds as well as with state and local funds. Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating as if they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identities and the school has one flexible pool of funds. The school may use this pool of funds to support any activity of the schoolwide program. By consolidating funds in a schoolwide program, a school may more effectively design and implement a comprehensive plan to upgrade the entire educational program in the school. A few general

rules apply to consolidating funds in a school operating a schoolwide program.

- **Title I, Part A Supplement, not Supplant:**
Consolidating funds does not exempt a school from the Title I, Part A “supplement, not supplant” requirement, which requires each LEA to ensure that each school receives all the state and local funds it would otherwise receive in the absence of Title I, Part A or other federal funds.
- **Meeting the intent of programs:**
If a school consolidates funds, it must maintain records that demonstrate that it meets the intent and purposes of each program that was consolidated.

For instance, if a school consolidates Title III, Part A funds with other funds, it must demonstrate how it is still providing supplemental activities/services to Multilingual learners and, if applicable, immigrant students, as this is the purpose of Title III, Part A funds.

An LEA may use funds received under IDEA, Part B for any fiscal year to carry out an approved Title I, Part A schoolwide program.

- The amount of IDEA, Part B funds used in any school with an approved Title I, Part A schoolwide program may not exceed the number of students with disabilities in the school participating in the schoolwide program divided by the number of students with disabilities in the jurisdiction of that agency.

Example:

Five students with disabilities participate in a Tier 2 general education reading intervention (occurs three times per week, in addition to the literacy block) in one school that has a Title I, Part A schoolwide program. The LEA may use IDEA, Part B funds alone or in combination with other federal, state, or local funds to support the program, as long as such use complies with the formula above.

For more information on consolidating funds in a schoolwide program, see U.S. Department of Education [guidance](#) or OSPI’s [Title I, Part A Fiscal Handbook](#).

PART III. FEDERAL AND STATE PROGRAMS

OVERVIEW

The purpose of this section is to provide school and LEA leaders, grant administrators, teachers, and other stakeholders an overview of Washington’s federal grants under ESEA as amended by the ESSA and state grants. Formula grants under ESEA are noncompetitive grants that LEAs are eligible for based on each title’s criteria.

Formula grants under ESEA that affect the majority of Washington LEAs are primarily governed by:

- Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C – Education of Migratory Children
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A – Student Support and Academic Enrichment

Grant funds under Individuals with Disabilities Act (IDEA):

- IDEA, Part B
- IDEA, Part B, CEIS

Smaller Formula Grants Under ESEA That Serve Specific Student Groups or Schools Include:

- Title I, 1003 – School Improvement
- Title I, Part D – Neglected, Delinquent, and At-Risk
- Title III, Part A – Immigrant Subgrant
- Title V, Part B – Small, Rural, and Low-Income Programs (RLIS)

Competitive Grants Under ESEA:

- Title IV, Part B – 21st Century Community Learning Centers
- Title VII, Part B – Homeless Children and Youth (McKinney-Vento)

State Funded Programs:

- Learning Assistance Program (LAP)
- Highly Capable Programs (HCP)
- Transitional Bilingual Instruction Program (TBIP)
- Homeless Student Stability Program

Program Overviews

In this section, it is the goal of OSPI to provide an overview of each title program, the intent, changes that were implemented during the ESSA reauthorization, address the fiscal flexibility and requirements of each program, and lastly provide available resources to gain additional information about this program.

Each program overview addresses the following:

- What it is (Intent & purpose of each Title)
- Changes with ESSA
- Use of Funds (How to maximize your funding)

Title I, Part A: Closing Educational Achievement Gaps

What It Is

Title I, Part A is an ESEA program intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. This federal program provides funding to supplement educational opportunities for students in higher poverty schools. Funding may be used to provide additional instructional staff, extended-time programs, professional learning for school staff, and other strategies for raising student academic achievement.

The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

The U.S. Department of Education awards Title I, Part A grant funds to OSPI, which then funds sub grants to LEAs. LEAs reserve funds for mandatory set-asides and other LEA-level instructional initiatives. The remaining Title I, Part A funds must flow to eligible schools through a formula known as “ranking and serving”.

Schools must use Title I, Part A funds for one of two approaches in each Title I, Part A served school: Schoolwide or Targeted Assistance Models. These models are explained in detail following this section about the basic requirements of a Title I, Part A program.

Changes with ESSA

With the reauthorization of ESEA, the ESSA introduces the following into Title I, Part A:

- Maintains general schoolwide eligibility of 40% poverty or higher but allows States to approve schools to operate a schoolwide program with a lower poverty percentage.
- Increases the state Title I, Part A set-aside for school improvement from 4% to 7%. Funds are for states to carry out a statewide system of technical assistance and support for LEAs.
- Eliminates highly qualified teacher mandates and replaces them with a requirement for teachers working in Title I, Part A programs to meet applicable state certification and licensure standards.

- Eliminates the three presumptions of supplanting.
- LEAs must now demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I, Part A school with all the state and local money it would receive if it did not participate in the Title I, Part A program.

Use of Funds

Title I, Part A funds can support a wide range of activities to help Title I, Part A students meet state academic standards. This includes:

- Providing eligible students with a well-rounded education.
- Instructional supports.
- Non-instructional services that support behavior, mentoring, and social and emotional learning that improves academic growth; or
- Improving school quality.

Set-Asides

Before allocating Title I, Part A funds to schools, LEAs must reserve Title I, Part A funds for the following required activities:

- Services for students experiencing homelessness who do not attend Title I, Part A schools, which can include funding for the homeless liaison and transportation required under the McKinney Vento Homeless Education Act. The amount reserved should be based on an assessment of the needs of students identified as homeless.
- Parent and family engagement (required if the LEA receives \$500,000 or more). The amount reserved is at least 1%, 90% of which must be distributed to schools.
- Equitable services for eligible private school students. The amount reserved depends on the proportion of eligible private school students in the LEA.

LEAs may also reserve funds for the following activities:

- Transportation for students in Comprehensive support and improvement schools if the LEA offers these students the option to transfer to another school.
- Early childhood education programs for eligible students.
- Additional costs needed to transport students in foster care to their school of origin consistent with section 1112(c)(5).
- Administration of the Title I, Part A program.
- LEA managed initiatives in Title I, Part A schools, i.e., extended learning experiences such as summer school or extended day, parent and family engagement opportunities, professional learning activities to improve instruction across Title I, Part A funded schools.

Fiscal Requirements

As a condition of receiving Title I, Part A funds, LEAs must comply with three fiscal tests designed to ensure that Title I, Part A funds add to state and local education funding:

Fiscal Test	Purpose	What Does This Require LEAs to Do?
Maintenance of Effort	Ensures LEAs maintain a consistent level of state/local funding for education from year to year.	Must ensure that local and state spending in the LEA remains at 90% or above what was spent in the preceding year. Must fail to comply two times within a five-year span before any consequences on funding.
Supplement, not Supplant	Ensures LEAs do not give less state and local funding to Title I, Part A schools because the school participates in the Title I, Part A program.	Must prove that funding methodology provides Title I, Part A schools all the state and local funds they would have received if they did not participate in Title I, Part A.
Comparability of Services	Ensures LEAs use state/local funding to provide services that, taken as a whole, are comparable between Title I, Part A and non-Title I, Part A schools.	Must ensure that state and local funds are used to provide comparable services for Title I, Part A and non- Title I, Part A schools.

Summary

LEAs and schools have specific responsibilities as a condition of receiving Title I, Part A funds.

LEAs must:

- Develop policies and provide services to engage parents and families.
- Provide services to homeless students that do not attend Title I, Part A schools.
- Provide services to students in local institutions for neglected students, and, if appropriate, to children in local institutions for delinquent students and neglected or delinquent students in community day programs.
- Provide services to eligible private school students.
- Allocate Title I, Part A funds to eligible schools through a poverty-based formula known as “ranking and serving.”
- Oversee Title I, Part A activities in Title I, Part A schools.
- Report student achievement and other data to the public.
- Develop and implement plans to support and improve schools identified by the state for comprehensive or targeted supports.
- Additionally, teachers must meet all state certification and licensure requirements and paraprofessionals must be at least 18 years of age and hold a high school diploma or its equivalent; and have received a passing grade on the Education Testing Service’s paraeducator assessment or hold an Associate of Arts degree; or have earned 72 quarter credits or 48 semester credits at an institution of higher education or have completed a registered apprenticeship program.

Schools must:

- Design and implement programs to support eligible Title I, Part A students as either a Schoolwide or Targeted assistance model.
- Annually evaluate and review school level plans.
- Conduct an annual meeting with partners to review needs assessment, design of school’s program, parent engagement policy, and upcoming activities.

Title I, Part A Schoolwide Program Model

High-poverty schools (those with 40% or more students from low-income families) are eligible to adopt schoolwide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I, Part A funds to serve all students.

Schools may operate a schoolwide program if the school conducts a comprehensive needs assessment and develops a schoolwide plan for meeting those needs. The premise behind the schoolwide model is that comprehensive improvement strategies – rather than separate, add-on services – are most effective in raising academic achievement for the lowest achieving students in a school. This is best accomplished by a school addressing the root causes of low performance.

Highlights of the schoolwide program model include:

- All students and staff may participate in Title I, Part A-funded activities.
- The school may use Title I, Part A funds to support any reasonable activity designed to improve the school’s educational program if it is consistent with the school’s comprehensive needs assessment and plan.
- Depending on its needs, a few examples of how a schoolwide program could use Title I, Part A funds are:
 - Upgrade the curriculum for the entire school.
 - Extend the school day or school year.
 - Establish a preschool program.
 - Improve the school’s discipline process.
 - Hire additional teachers.
 - Reorganize classes to promote personalized learning.
 - Implement career academies.
 - Address climate or school culture issues.

Historically, many LEAs and schools have used Title I, Part A funds narrowly for discrete instructional supports primarily focused on reading and math. This was a result of misunderstandings about how Title I, Part A funds can be used. The following table highlights common misconceptions.

Misconception	Explanation of Law
Title I, Part A funds may only be used to support reading/language arts and math instruction.	Title I, Part A funds may be used in a schoolwide program to support academic areas that the school’s needs assessment identifies as needing improvement.
Title I, Part A funds may be used only to provide remedial instruction.	The purpose of a schoolwide program is to upgrade the entire educational program in the school to raise the achievement of the lowest-achieving students. This does not need to be achieved through remedial instruction, however. At times, this may be best achieved by preparing low-achieving students to take advanced courses. For example, providing an intensive summer school course designed to accelerate their knowledge and skills, offering an elective course to prepare them to take advanced courses, or providing after-school tutoring while they are taking advanced courses.

<p>Title I, Part A funds may be used only to serve low-achieving students.</p>	<p>Title I, Part A funds may be used to upgrade the entire educational program in a schoolwide program school and, in doing so, all students may benefit from the use of Title I, Part A funds. However, consistent with the purpose of Title I, Part A, the reason to upgrade the entire educational program in a school is to improve the achievement of the lowest-achieving students.</p>
<p>Title I, Part A funds may be used only for instruction.</p>	<p>Title I, Part A funds may be used for activities and strategies designed to raise the achievement of low-achieving students identified by a schoolwide program school's comprehensive needs assessment and articulated in the school's comprehensive schoolwide plan. For example, Title I, Part A funds may be used to improve the quality of instructional materials, improve attendance, improve school climate, counteract, and prevent bullying, provide counseling, mentoring, and school-based mental health programs, or provide positive behavioral interventions and supports.</p>
<p>Title I, Part A funds may not be used to support preschool-aged children.</p>	<p>A schoolwide program school may use Title I, Part A funds to operate, in whole or in part, a preschool program to improve cognitive, health, and social-emotional outcomes for children from birth to the age at which the LEA provides a free public elementary education. Such programs are designed to prepare children for success in kindergarten. All preschool-aged children who reside in the school's attendance area are eligible to participate.</p>

When LEAs are determining how to utilize their Title I, Part A funds, they need to consider that all expenditures reflect allowable costs, are supplementing and not supplanting existing state and local funding. In addition, all expenditures/activities would need to be addressed within the school's comprehensive needs assessment.

Spending Options in a Schoolwide Program

Each school's comprehensive needs assessment guides the use of funds in a schoolwide program through identification of student and school needs. Below you will find examples of common expenses that are identified and supported:

- 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 learning.
- 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 postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs).
- Career and technical education programs to prepare students for postsecondary education and the workforce.
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills that impact academic learning.
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports).
- 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.
- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs.
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs.
- 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).
- 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.

Implementing a Schoolwide Program

Schoolwide programs allow a school to consolidate its federal, state, and local funds to upgrade the entire educational program. Research suggests that in schools with relatively high poverty, students' needs are more widespread throughout the entire school population. Though the school is not required to identify certain students as being eligible for services or to provide certain students with any specific supplemental benefits, the

focus of the program must be on addressing the needs of low-achieving students and those at risk of not meeting state student academic achievement standards. Any school with a poverty average of at least 40% (or if the building has applied for and received a waiver from OSPI) may operate a Schoolwide Program.

Component One: The Needs Assessment

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement, family involvement, atmosphere, and staffing. A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs. Needs assessments include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their Title I, Part A program.

Component Two: Schoolwide Reform Strategies

Buildings within LEA implanting a Schoolwide Program (SWP) have the most flexibility in the use of Title I, Part A Funds. Implementing a SWP allows a school to consolidate its federal, state, and local funds to upgrade the entire educational program. This flexibility is in response to research suggesting that in schools with relatively high poverty, students' needs are more widespread throughout the entire school population. A Title I, Part A SWP is grounded in an annual comprehensive need's assessment. This needs assessment guides implementation of the SWP using "methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESEA section 1114(b)(7)(A)(i),(iii)).

- ESSA defines well-rounded education as "Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the SEA or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience."

The SWP supports all students within the school based upon information obtained through the annual needs assessment.

Component Three: Activities for Mastery

School implementing a SWP continues a focus on student achievement in accordance with the intent of Title I, Part A. Students who have not met standard in certain skills receive additional support that may be unique to each student's individual needs. Academic support and non-academic needs may be found in a SWP that is developed based on the comprehensive needs assessment results. Staff professional development providing a wide range of strategies for mastery and supporting a well-rounded program may also be found in the SWP. Some examples can be found in the list below.

- Counseling and mental health support
- College and career readiness
- Tiered behavioral support
- AP & International Baccalaureate courses
- Preschool transition support
- Professional Development for staff

Component Four: Coordination and Integration

The schoolwide plan should show how federal, state, and local services work together to improve outcomes. The plan must show how the district coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated, as well as how the funds will be used to meet the specific intents and purposes of each specific program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other federal education programs. Schools must name the specific state, local, and other federal programs that they will combine under the plan. Use the sample [Combining Funds Template](#) to as a reference for completing the *Component Four* requirement.

Title I, Part A Targeted Assistance Model

Schools that are not eligible for (or do not choose to operate) schoolwide programs must use Title I, Part A funds to provide targeted services to low-achieving students. In a targeted assistance program, the school uses Title I, Part A funds to provide additional supports to specifically identified students struggling to meet state standards.

Only certain students may participate in Title I, Part A funded activities including:

- Students identified as failing, or most at risk of failing, to meet state standards, (based on academic need – not poverty).
- Students who participated in Head Start or a Title I, Part A funded preschool program within the past two years.
- Migrant students.
- Neglected and delinquent students.
- Children experiencing homelessness.
- Students in Foster care.

The school must spend Title I, Part A funds on supplemental activities to improve the academic

achievement of eligible students.

Spending Options in a Targeted Assistance School

Targeted assistance schools may use Title I, Part A funds to serve their eligible students based on a needs assessment and aligned to overall school objectives or goals. The following examples provide an abbreviated list of possible options.

- Expanding learning time for eligible students, including before- and afterschool programs, and summer programs and opportunities.
- Providing early intervening services to eligible students, including services coordinated with similar activities and services carried out under IDEA.
- Providing eligible students with extra supports aligned to the school's regular education program, which may include services to assist preschool children in the transition from early childhood education programs to elementary school programs.
- Providing professional learning to teachers, principals, other school leaders, paraeducators, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible students.
- Implementing strategies to increase the involvement of parents of eligible students.
- Support for core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- Positive behavioral supports, attendance incentive programs, parent/community engagement, and school climate interventions if needed to improve student achievement.
- Health, nutrition, and other social services if funds are not reasonably available from other sources, and, provided the school has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers.

Targeted assistance schools can also use Title I, Part A funds to provide eligible students with health, nutrition, and other social services that are not otherwise available to them if the school has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers, and, if funds are not reasonably available from other public or private sources.

A secondary school operating a targeted assistance program may use Title I, Part A funds to provide dual or concurrent enrollment program services to eligible students.

Implementing a Targeted Assistance Model

Any Title I, Part A school that does not operate a schoolwide program must operate a targeted assistance program. When implementing a targeted assistance program, the school uses Title I, Part A funds to provide additional supports to specifically identified students struggling to meet state standards.

Targeted assistance schools must determine which students they will serve by identifying the

students with the greatest need for special assistance. Title I, Part A funds are used to help identified students meet state standards, which can include programs, activities, and courses necessary to provide a well-rounded education. In designing a school's targeted assistance plan, the school must:

- Conduct a comprehensive needs assessment. To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- Develop targeted-assistance protocols or strategies which include six required components: 1. Comprehensive Needs Assessment; 2. Identification of Students; 3. Practices and Strategies; 4. Coordination and Transitions; 5. Parent and Family Engagement; and 6. Professional Development.
- Annually evaluate the targeted-assistance plan, using data from the State's assessments, other student performance data, and perception data to determine if the targeted- assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.

Resources

- [OSPI's Title I, Part A Webpage](#)
- OSPI's Title I, Part A fiscal guidance webpage [Title I, Part A Fiscal Requirements and Guidance | OSPI](#)
- [OSPI's Title I, Part A Fiscal Handbook](#)
- OSPI's Title I, Part A Supplement, Not Supplant Guidance [Within-district-allocations-FINAL.pdf \(ed.gov\)](#).
- OSPI's Title I, Part A Schoolwide Program webpage [Title I, Part A Program Models | OSPI](#)
- U.S. Department of Education's Title I, Part A webpage [Home | U.S. Department of Education](#)

Learning Assistance Program (LAP)

What It Is

LAP is a state-funded program designed to enhance educational opportunities for students who are not yet meeting academic standards by providing supplemental academic and nonacademic services. Within Multi-Tiered System of Supports (MTSS), LAP services are targeted (Tier 2) or intensive (Tier 3) supports that are added to accelerate learning and remove barriers that prevent students from benefiting fully from universal instruction. These supplemental supports are most effective when they are integrated, matched to need, evidence-based and aligned with universal instruction.

Use of Funds

Allowable LAP activities are guided by state statute ([RCW 28A.165](#)). Districts must use data to inform program development and integrate evidence-based practices and strategies to support supplemental instruction/services that accelerate growth for LAP-served students. In accordance with [SHB 1208 \(2021\)](#), districts are encouraged to use [Washington's Integrated Student Supports \(ISS\) Protocol](#) to plan and implement LAP interventions and supports.

LEAs may fund:

- Interventions during the school day.
- Interventions beyond the school day (extended learning time).
- Teachers and instructional support staff who provide interventions and supports.
- Targeted professional learning.
- Targeted family engagement.
- Purchase of specialized, supplemental learning materials.
- Interventions and supports for Transition to Kindergarten (TK) students and students identified in 8th grade who need assistance moving into high school.
- Graduation assistance for 9th through 12th graders.

Resources

- [LAP Program Guide](#)
- [Menus of Best Practices](#)

Title I, 1003 School Improvement

What It Is

[The Washington School Improvement Framework \(WSIF\)](#) is the state’s accountability system, which identifies how districts and schools can improve the education of all students. The framework combines as many as nine indicators to assign a 1-10 score to a school. From this score, supports are determined according to a tiered system (i.e., Foundational, Tier 2, Tier 3, and Tier 3 Plus) and other factors.

Continuous school improvement funds are one of the supports offered by OSPI and the Office of System and School Improvement (OSSI) to address improvement of student achievement outcomes, closure of educational equity gaps, and toward improvements based on the status for which the school was identified, as well as the overall improvement aims of the state.

Title I, 1003 School Improvement funds support the statewide system of technical assistance and support for Comprehensive and Targeted Support Schools.

Under ESSA, states are required to reserve 7% of its Title I, Part A allocation to support school improvement activities. In allocating funds for this discretionary grant, OSPI distributes funds as school-based grants via Local Education Agencies (LEAs, i.e., school districts).

Funds are reserved particularly for schools identified as eligible for Tier 3 and 3 Plus supports, demonstrating the greatest need as determined by OSPI, and exhibiting the strongest commitment to using the funds to improve student achievement and the closure of educational equity gaps.

Use of Funds

All funds provided through OSSI grants are expressly for the implementation of the School Improvement Plan (SIP) for schools identified as eligible. Any district funding, if offered, is predicated on analogous planning, documentation, and reporting (i.e., district-level plans, L-CAPs, RAPs, etc.).

School Improvement Plans (SIPs) and other improvement plans are to be focused on closing opportunity gaps for students, specifically those disparities driving identification, and are compliant with the requirements for all schools found under state law ([WAC 180-16-220 \(2\)](#)) and federal law (ESSA Sec. 1111 (d)(1)).

These requirements include:

- A focus on closing equity gaps.
- An annual needs assessment to inform the plan.
- Active participation and involvement of the broader school and its community in the development of the plan.

- Goals tied to indicators on the WSIF and the state's long-term goals which drove identification.
- Use of evidence-based interventions.
- Identification of resource inequities at the LEA and building level which will be addressed through implementation of the plan; and,
- Use of improvement science principles of monitoring implementation, adjusting, and updating the plan.

Plans must be based on annual needs assessment, be informed by WSIF indicators and the state's long-term goals which drove identification, as well as resource inequities that perpetuate disparities in educational achievement.

Use of improvement science principles must be incorporated in the drafting, review, adjusting, and implementation of the goals within an improvement plan. Activities in plans must be centered on the use of evidence-based and research-oriented approaches. Additionally, incorporation of the broader school and community must be a facet of the improvement planning process from the beginning and throughout.

Available Resource

- [Continuous School Improvement Resources](#)

Information is found in the "Grants & Fiscal Guidance" section of the webpage.

Title I, Part C: Education of Migratory Children

What It Is

The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The MEP provides formula grants to State educational agencies (SEAs) to establish and improve, directly or through local operating agencies (LOAs), education programs for migratory students.

The purposes of the MEP are to:

- Assist States in supporting high-quality and comprehensive educational programs and services during the school year, and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory students.
- Ensure that migratory students who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- Ensure that migratory students receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- Help migratory students overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.
- Help migratory students benefit from State and local systemic reforms.

To assist states in supporting high-quality and comprehensive educational programs that address the unique educational needs of migratory children and to address factors that inhibit the ability of such children to succeed in school.

Changes with ESSA

Changes to Who Is a Migratory Child

ESSA's inclusion in section 1309 of the ESEA of a revised definition of migratory child, and new definitions of the terms migratory agricultural worker, migratory fisher, and qualifying move, largely reflect definitions in regulations the Department issued in July 2008 under the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB) (34 C.F.R. § 200.81).

ESSA did make statutory changes in ways that SEAs and their recruiters are to determine the eligibility of migratory children, but these changes should make SEA eligibility determinations much clearer and easier to document. Principally, ESSA eliminates intent of a move as a factor affecting eligibility, and changes somewhat how eligibility determinations are made for workers who moved but did not engage in qualifying work.

Elimination of 'Intent' as an Eligibility Criterion

The ESEA, as reauthorized prior to the ESSA, defined a migratory child as one "who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a

migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—has moved from one school district to another...” This long-standing definition established, as an eligibility criterion, the intent of the worker in making a move—a factor that, in practice, has proven very difficult for SEAs to document and confirm. ESSA has eliminated this criterion. Now, the worker must only have moved due to economic necessity from one residence to another and from one school district to another (subject to specific exceptions for school districts of more than 15,000 square miles or States of a single school district), and have either (1) engaged in new qualifying work soon after the move, or (2) if the worker did not engage in new qualifying work soon after the move, actively sought such employment and had a history of moves for qualifying work. See C1, C2 and C4 of this guidance.

Workers Who Moved and Did Not Engage in Qualifying Work

For those parents/guardians and spouses of migratory children who moved and did not engage in qualifying work soon after the move, and for children who would qualify as migratory workers on their own, the statutory definitions of migratory agricultural worker and migratory fisher in section 1309 of the ESEA contain criteria that are similar to, but not the same as, criteria contained in the definition of the phrase in order to obtain in 34 C.F.R. §200.81(d). The definitions in section 1309 of the ESEA permit one who has moved and not engaged in qualifying work soon after the move to be considered a migratory agricultural worker or migratory fisher if the individual actively sought such employment AND has a history of moves for temporary or seasonal agricultural or fishing employment. By contrast, the definition of in order to obtain in 34 C.F.R. §200.81(d)—which is no longer applicable because that phrase does not appear in the reauthorized statute—provides that the individual had to have stated that one of the purposes of the most recent move was to obtain such qualifying employment, and either (1) have a prior history of moves to obtain qualifying employment, OR (2) there is other credible evidence that the worker actively sought such employment soon after the move but, for reasons beyond his or her control, the work was unavailable. See C8 - C18 of Non-Regulatory Guidance March 2017.

Use of the Approved Certificate of Eligibility

Provided it has by then been approved for use by the U.S. Office of Management and Budget (OMB), consistent with 34 C.F.R. § 200.89(c) all SEAs must begin using the new revised national COE for all MEP eligibility determinations made on or after July 1, 2017. Any COE reviewed by SEA-designated reviewer(s) on or after July 1, 2017, must only be approved by such reviewers if the child(ren) listed on the COE meet program eligibility criteria under ESEA, as amended by the ESSA.

A migratory child whom an SEA determined to be eligible for the MEP prior to July 1, 2017, based on use of the prior version of the national COE, i.e., the version prepared under the ESEA, as amended by NCLB, remains eligible to receive MEP services for 36 months from his or her most recent qualifying arrival date (QAD), until he or she reaches age 22, or until he or she is no longer eligible for a free public education through grade 12 in that State—whichever occurs first.

Section 1304(d) Priority for Services

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who:

- Are failing, or most at risk of failing, to meet the challenging State academic standards; or
- Have dropped out of school.

Use of Funds

SEAs and local operating agencies may use MEP funds to provide the following types of services:

- Instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school); and
- Support services (e.g., educationally related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; necessary educational supplies; transportation).

A needs assessment must be conducted to identify the academic and support needs of migrant students.

MEP funds can be used in coordination with other federal, state, or local funds if it supplements and does not supplant resources for which migrant students are eligible and entitled to receive services.

Available Resource

- [OSPI's Migrant and Bilingual Education Webpage](#)

Title II, Part A

What It Is

The purpose of Title II, Part A is to improve teacher and leader quality and focuses on preparing, training, and recruiting high-quality teachers and principals.

The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. It is critical that State Educational Agencies (SEAs) and LEAs consider how to best use these funds, among other sources, to ensure equity of educational opportunity. In general, Title II funds can be used to provide supplemental strategies and activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.

Title II, Part A purpose is to improve teacher and leader quality and focuses on preparing, training, and recruiting high-quality teachers and principals.

Changes with ESSA

- Opportunities both in content and participation are expanding. The recommended strategies under Title II-A funds have widened to include early childhood education, STEM and CTE among others, signaling a shift away from an exclusive focus on core academic areas and toward a well-rounded education. Additionally, the definition of who can be supported has broadened to include all teachers (not just those in core content areas), instructional paraeducators, principals and “other school leaders” which guidance defines as employees who are “...responsible for the daily instructional leadership and managerial operations in the elementary or secondary school building.”
- Each LEA’s Title II, Part A allocation will be based on its number of children ages 5–17 (which will count for 20% of the formula), and its number of low-income children ages 5–17 (which will count for 80% of the formula). LEAs will no longer receive a hold harmless (or minimum) Title II, Part A allocation.
- Federal requirements that defined “Highly Qualified” teachers have been eliminated. Beginning in 2017–18 districts are required to ensure that teachers meet state licensing requirements as defined by the Public Educator Standards Board (PESB). This means Washington now has one system of licensure that meets both state and federal requirements. LEAs have access to the Educator Equity Data Collection tool in EDS which provides a mechanism to monitor professional qualifications.
- ESSA and Equitable Share for Private Schools. ESSA changed the way LEAs must reserve funds for nonpublic school services. Under NCLB, LEAs only had to reserve a share of the Title II, Part A funds they spent on professional development. Under ESSA, the reservation is based on an LEA’s entire Title II, Part A allocation.

Use of Funds

LEAs can use Title II, Part A funds for a wide range of strategies and activities to support the quality and effectiveness of teachers, principals, and other school staff.

Activities supported with these funds must:

- Be consistent with the purpose of Title II, Part A (see above); and
- Address the learning needs of all students, including students with disabilities, English learners, and gifted and talented students.

The [Federal Non-Regulatory Guidance](#) for Title II, Part A (Building Systems of Support for Excellent Teaching and Leading) offers many new opportunities for LEAs. Divided into three sections – Support for Educators, Access to Equitable Educators, and Strengthening Title II-A Investments – the guidance is designed to help LEAs think about how to use Title II, Part A funds more strategically and for greater impact.

LEAs are encouraged to prioritize strategies and activities that will have the highest impact on teaching and learning to result in the highest level of academic achievement. When determining which of the many allowable Title II, Part strategies and activities will have the highest impact, U.S. Department of Education guidance suggests LEAs use a five-step framework:

1. Choose interventions aligned with identified local needs.
2. Consider the evidence base and the local capacity when selecting a strategy.
3. Develop a robust implementation plan.
4. Provide adequate resources so the implementation is well-supported; and
5. Gather information regularly to examine the strategy and to reflect on and inform next steps.

LEAs must use data and ongoing stakeholder consultation to continually update and improve Title II supported activities.

Title II, Part A funds can be used for any of the following activities:

- Evaluation and Support Systems.
- Recruiting, Hiring, and Retaining Effective Teachers.
- Supporting Educator Diversity.
- Recruiting from Other Fields.
- Class Size Reduction.
- Personalized Professional Learning.
- Increasing Teacher Effectiveness for Students with Disabilities and English learners.
- Supporting Early Education.
- Supporting Effective Use of Assessments.
- Supporting Awareness and Treatment of Trauma and Mental Illness, and School Conditions for Student Learning.
- Supporting Gifted and Talented Students.
- Preventing and Recognizing Child Sexual Abuse.
- Supporting Science, Technology, Engineering, and Mathematics (STEM).
- Improving School Working Conditions.
- Supporting Postsecondary and Workforce Readiness.

Resources

- U.S. Department of Education non-Regulatory Guidance: Improving Teacher Quality State Grants <https://www2.ed.gov/programs/teacherqual/guidance.pdf>
- OSPI Title II, Part A Allowable Costs webpage <http://www.k12.wa.us/TitleIIA/Program/AllowableCosts.aspx>

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

What It Is

The purpose of Title I, Part D is to improve educational services for students and youth in local, tribal, and state facilities and in institutions for neglected and delinquent (N or D) students, so they have the opportunity to meet the same challenging state academic content and achievements standards expected of all other students in the state. In addition, Title I, Part D is designed to provide neglected and delinquent children and youth the services needed to make successful transitions from institutionalization to a regular program of education, higher education, technical training, or employment and prevent youth who are at-risk from dropping out of school with a support system to ensure their continued education.

Purpose is to improve educational services for children and youth in local, tribal, and state facilities and in institutions for neglected and delinquent (N or D) children.

Subpart 1 funds serve children and youth participating in educational programs in State-operated institutions for youth who are N or D, who attend community day programs for children who are N or D, or who are in adult correctional facilities. The facilities must have an average length of stay of at least 30 days and must provide a State-supported regular program instruction of either 20 hours per week (in a juvenile facility or community day program) or 15 hours per week (in an adult correctional facility). Under SEA programs, States receive formula funds based on the number of children in State-operated institutions and per pupil educational expenditures. Each State's allocation is generated by child counts in State juvenile institutions that provide the required hours of instruction. The SEA makes subgrants to State agencies based on their proportional share of the State's adjusted enrollment count of neglected or delinquent children and youth.

An LEA is eligible to receive Subpart 2 funds if within its geographical boundaries there are locally operated correctional facilities not operated by the State, including public or private facilities and community day programs responsible for providing a free, public education for children and youth who are N or D. The Subpart 2 program provides grants to award to LEAs to provide programs that serve children who are in locally operated juvenile correctional facilities, including facilities involved in community day programs. Additionally, Subpart 2 programs may provide assistance to children and youth who are neglected or at-risk of dropping out.

Differences between neglected vs. delinquent:

- **Neglected students** are those who have been either voluntarily, or by state law, placed in a facility or group home due to abandonment, neglect, or death of their parents or guardians. All programs transition students back to the community. Some of these students attend public school.
- **Delinquent students** are those who have been adjudicated to be delinquent or in need of supervision. All institutions transition students back to the community. For safety reasons, delinquent students have limited access to the community.

Changes with ESSA

There is added emphasis on ensuring successful transitions from the institution or facility to the student's next steps and improving the career and technical skills of students in the program. Washington's plan is also to increase student access to high quality instruction leading to a diploma and connection to post-high school goals.

What It Can Fund

Neglected and delinquent programs support supplemental instruction to meet the state academic standards, including tutoring, counseling, and transition services to secondary school completion, career and technical education, further education, or employment. Use of Title I, Part D funds may include: drop-out prevention programs which serve at-risk children and youth; the coordination of health and social services, including day care, drug and alcohol counseling, and mental health services; special programs to meet the unique academic needs of participating children and youth, included career and technical education, special education services, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; mentoring and peer mediation; programs for at-risk American Indian children and youth.

Services for Title I, Part A set-aside funds are provided as extended-day services to children and youth who are wards of the court and reside in group homes or county shelters. Title I, Part A funding is used to provide supplemental support so that schools will make gains in academic achievement, graduation rates for high schools, and attendance for grades K–8. Funds may be used for: professional development, recovery and relapse prevention, health, and wellness with attention to mental health needs, violence prevention, communication skills, anger management skills, problem solving, and therapeutic art.

Title III, Part A: Language Instruction for English Learners and Immigrant Students

What It Is

The purpose of Title III, Part A is to ensure that all eligible multilingual English learners can develop English language proficiency and meet the same challenging state academic content and achievement standards expected of all students in the state. Title III, Part A has four purposes:

- establishing, implementing, and sustaining effective language instruction educational programs (LIEPs) for eligible multilingual English learners,
- establishing, implementing, and sustaining effective literacy programs for eligible American Indian/ Alaska Native students,
- activities that increase the knowledge and skills of educators who serve eligible multilingual English learners, and
- promoting meaningful parental, family, and community participation in LEIPs.

Changes with ESSA

A Focus on Effectiveness

- Under ESSA, English language development programs must now be “effective” rather than “scientifically based.”
- Professional development funded with Title III, Part A must be “effective.”

Parent, Family and Community Engagement

Parent, family, and community engagement is now a required activity rather than simply an allowable activity. LEAs must allocate a portion of their Title III, Part A funds for effective outreach activities to families of English learners.

Systemic Accountability for Educational Outcomes for English Learners

- Under ESSA, accountability for educational outcomes for English learners is part of the [Washington School Improvement Framework](#). Title III, Part A no longer has a separate accountability system.
- Continued but Expanded Focus on Building Systemic Capacity.
- ESSA includes support of building principals in efforts to build systemic capacity to develop, implement, and improve services to English learners and their families.

Expanded Allowable Activities

- Title III, Part A funds can now be used for to offer supplemental early college high school, or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

Title III, Part A is focused on ensuring that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.

Meaningful Reporting Requirements

- Title III, Part A introduced reporting requirements. LEAs in Washington receive the data outlined in ESSA to support evaluation of their EL programs. Data are provided for all English learners and are disaggregated for English learners with disabilities:
 - Number and percent of ELs making progress in English.
 - Number and percent of ELs attaining ELP and exiting EL services.
 - Number and percent of former ELs who meet content standards on Smarter Balanced Assessments (SBA) for two and four years after exit.
 - Number and percent of ELs who have not exited EL services after five years.

Administrative and Indirect Costs Clarification

An LEA may use no more than 2% of its LEA funds for administrative costs. (ESEA Section 3115(b)). However, as a result of the ESSA changes, any funds the LEA reserves for administrative costs may be used only for direct administrative costs. This provides an LEA with flexibility to apply its restricted indirect cost rate to the portion of its subgrant that it does not reserve for administrative costs.

Use of Funds

Activities must be supplemental to those already required as civil rights obligations, such as:

- Effective language instruction educational program.
- Effective ongoing professional development, meeting the intent of Title III, Part A.
- Providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs, which must include parent, family, and community engagement activities.
- Other allowable activities as outlined in Section 3115 of ESSA.

Title III, Part A must supplement, not supplant, other state, local, and federal funds. In general, supplanting has occurred: 1) if the LEA uses Federal funds to provide services that the LEA was required to make available under other laws; or 2) the SEA or LEA uses Federal funds to provide services that the LEA provided with non-Federal funds in the prior year. See OMB Compliance Supplement, Department of Education Cross-Cutting Section, Part 4, Section 84 Section III.G.2.2, at 4-84.000-16, available at <https://www.whitehouse.gov/wp-content/uploads/2019/09/2-CFR-Part-200-Appendix-XI-Compliance-Supplement-August-2019-FINAL-v2-09.19.19.pdf>

Available Resources

- [Multilingual Education Title III Services:](#)
- [Title III, Part A Non-Regulatory Guidance](#)

Transitional Bilingual Instruction Program (TBIP)

What It Is

The Transitional Bilingual Instruction Program (TBIP) provides supplemental state funding to LEAs for English language development instruction and language and services for English learners. A Transitional Bilingual Instruction Program uses two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable the student to achieve competency in English. In those cases, in which the use of two languages is not practicable an alternative system of instruction may include English as a second language and is designed to enable the student to achieve competency in English.

Use of Funds

TBIP funds provide supplemental language development services to eligible students. LEAs can fund:

- Administration of the TBIP Program.
- Teachers and instructional support staff who provide supplemental English language development instruction.
- Professional development directly related to program goals and the needs of eligible students.
- Supplemental instructional materials and curriculum development.
- Translation and interpretation specific to the TBIP program and services.
- TBIP program evaluation.
- Identification of eligible students, including state English language proficiency testing.

Resources

- [TBIP Program Guidelines](#)
- Multilingual Learner Civil Rights Obligations: [English Learners DCL \(PDF\) \(ed.gov\)](#)

US Department of Education Resources:

- [English Learner Toolkit](#) provides information and resources for meeting the civil rights requirements for supporting all multilingual learners.
- [Newcomer Toolkit](#) provides information, professional learning activities, and resources to support newly arrived multilingual learners.
- [Family Toolkit](#) provides information for families of multilingual learners about school procedures and services to support their children.

Title IV, Part A: Student Support and Academic Enrichment

What It Is

The purpose of Title IV, Part A – Student Support and Academic Enrichment Grants – is to improve students’ academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology to improve the academic achievement and digital literacy of all students.

Title IV, Part A provides formula funding to LEAs for a broad array of activities. LEAs may use the money for school safety and counseling programs, MTSS, social emotional learning, Advanced Placement course fees, computer science initiatives, education technology, physical education, art and music, drug education programs, suicide prevention program, professional development associated with well-rounded education, safe and health students, and effective use of technology, and much more.

Changes with ESSA

Through the reauthorization of the ESEA, the Every Student Succeeds Act (ESSA) created Title IV, Part A: Student Support and Academic Enrichment as a new flexible federal block grant program. The 2018–19 school year is the first year of implementation.

Use of Funds

OSPI will make allocations to LEAs to implement a range of locally determined activities. The following list provides examples of allowable activities under Title IV, Part A, but does not exclude other possibilities. Please check with the program office.

1. **Activities to support well-rounded educational opportunities.**

The purpose of a well-rounded education is to provide an enriched curriculum and educational experience to all students. Programs and activities conducted under this section must be coordinated with other schools and community-based services and may be conducted in partnership with institutions of higher education (IHEs) and other entities.

Programs and activities that support a well-rounded education may include, but are not limited to, the following examples.

- Improving access to foreign language instruction arts, and music education.

The purpose of Title IV, Part A is to:

Provide all students with access to a well-rounded education;

Improve school conditions for student learning; and

Improve the use of technology to improve the academic achievement and digital literacy of all students.

- Strengthening instruction in American history, civics, economics, geography, government education, and environmental education.
- Developing programs and activities that promote volunteerism and community involvement.
- Implementing social emotional learning, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills.
- Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA.
- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools.
- Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups.
- Increasing access to accelerated learning opportunities.

2. Activities to support safe and healthy students.

The second purpose of the program is to improve school conditions for student learning. When students are healthy and feel safe and supported, they are more likely to succeed in school. Generally, funds may be used for any program or activity that fosters safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff.

Funds may be used to develop, implement, and evaluate comprehensive programs and activities that:

- Are coordinated with other schools and community-based services and programs.
- Foster safe, healthy, supportive, and drug-free environments that support student social emotional and academic achievement.
- Promote the involvement of parents in the activity or program.
- May be conducted in partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.

Safe and supportive learning environments.

Options for enhancing LEA efforts to provide students and school staff with a positive school climate, which in turn can promote student academic achievement include, but are not limited to, the following examples.

- Schoolwide System Improvements (ex. MTSS; which may also include, PBIS or RTI)
- Preventing bullying, intimidation, and harassment
- Relationship-building skills (SEL)
- School dropout prevention
- Family and community involvement in schools
- Re-entry programs and transition services for justice involved youth.
- School readiness and academic success

- Child sexual abuse awareness and prevention
- Reduce use of exclusionary discipline practices and promote the use of Restorative Practices Discipline
- Suicide prevention
- Violence prevention, crisis management, and conflict resolution
- Preventing human trafficking
- Building school and community relationships
- Culturally responsive teaching and professional development of implicit bias

Student physical and mental health, including substance abuse prevention.

Schools that support the physical and mental health of their students increase the likelihood of students’ academic success. Examples in this area include, but are not limited to, the following examples.

- Mentoring and school counseling
- Drug (including alcohol, tobacco, marijuana, smokeless tobacco, vape devices) and violence prevention
- Health and safety practices in school and/or athletic programs
- School-based health and mental health services
- Healthy, active lifestyle, nutritional education
- Physical activities
- Trauma-informed classroom management
- Chronic disease management

3. Activities to support the effective use of technology.

When carefully designed and thoughtfully applied, technology can accelerate, amplify, and expand the impact of effective practices that support student learning, increase community engagement, foster safe and healthy environments, and enable well-rounded educational opportunities.

Please note: A special rule in the Student Support and Academic Enrichment (SSAE) program states that no more than 15% of funds for activities to support the effective use of technology may be used for, “purchasing technology infrastructure.” To clarify, LEAs may not spend more than 15% of funding in this goal area on devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases.

- *I.e., You budgeted \$1,000 towards Effective Use of Technology, and you plan to purchase software (or another kind of infrastructure defined above), this means only 15% of the \$1000 budgeted can go towards that software purchase. The remaining must go toward other allowable activities under Effective Use of Technology. ”*

Program examples related to the Effective Use of Technology include, but are not limited to, the following examples.

- Developing and implementing blended learning strategies – These strategies include a

formal education program that leverages both technology-based and face to face instructional approaches that include an element of online or digital learning, combined with supervised learning time, and student-led learning to provide an integrated learning experience, and in which students are provided some control over time, path, or pace.

- Discover, adapt, and share openly licensed high-quality resources – Openly licensed educational resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under a license that permits their free use, reuse, modification, and sharing with others. Open resources may include full online courses, curated digital collections, or more granular resources such as images, videos, and assessment items.
- Delivering courses through technology – Develop effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.
- Collaboration enabled by technology – Technology allows educators and community partners to work collaboratively to improve instruction and extend learning beyond the classroom. Educators can create learning communities composed of students, fellow educators (including those in museums, libraries, and after-school programs), experts in various disciplines around the world, members of community organizations, and/or families.
- Support professional learning for STEM, including computer science -- Provide funding for teachers to participate in virtual, blended, or face-to-face professional development, courses and workshops designed to increase their capacity to offer high-quality STEM courses, such as computer science, engineering, game design and/or other STEM-related courses. Opportunities to gain experience on how to embed STEM elements, such as engineering design principles, computational thinking, and app design, within other learning experiences could also be included.

Assurances

In accordance with ESEA section 4106(e) (2) and (f), an LEA must provide the following assurances related to its management of the grant. Through the award process, LEAs agree to:

- Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria—
 - Are among the schools with the greatest needs;
 - Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
 - Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
 - Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
 - Are identified as a persistently dangerous public elementary school or secondary school under Section 8532.

- Consult with a range of stakeholders during the design and development of the program LEAS must additionally continue to consult with stakeholders to improve program activities and to coordinate implementation with other related activities in the community.
- For an LEA that receives \$30,000 or more, conduct a comprehensive needs assessment.
- For an LEA that receives \$30,000 or more, use:
 - Not less than 20% of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities.
 - Not less than 20% of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
 - A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology.
- Use not more than 15% of funds designated for supporting the effective use of technology to purchase technology infrastructure, including devices, equipment, software, and digital content.
- Comply with Section 8501–8504, regarding equitable participation of private school children and teachers.
- Complete an annual State report regarding how funds for the Title IV, Part A program is being used.
- Use program funds to supplement, and not supplant, non-Federal funds that would otherwise be available for activities authorized under the Title IV, Part A program.

Resources

- [Every Student Succeeds Act: Title IV, Part A](#)
- [Non-Regulatory Guidance: ESSA Title IV, Part A Guidance – Student Support and Academic Enrichment Program](#)
- [Title VIII, Part F of the Elementary and Secondary Education Act Equitable Services Non-Regulatory Guidance 2023 \(PDF\)](#)
- [Title IV, Part A \(T4PA\) technical assistance center \(ed.gov\)](#)
- [Student Support and Academic Enrichment \(Title IV, Part A\) | OSPI \(www.k12.wa.us\)](#)

Title IV, Part B: Nita M. Lowey 21st Century Community Learning Centers

What It Is

The 21st Century Community Learning Centers (21st CCLC) grants to provide opportunities for communities to establish or expand activities in community learning centers that:

- *Provide opportunities for academic enrichment*, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards.
- *Offer students a broad array of additional services, programs, and activities*, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- *Offer families of students served by community learning center opportunities for active and meaningful engagement in their children's education*, including opportunities for literacy and related educational development.

Community learning centers provide services during non-school hours or periods when school is not in session (such as before and after school or during the summer) that reinforce and complement regular academic programs of the schools attended by student served.

21st CCLC grants are awarded on competitive basis to eligible entities, including, LEAs, community-based organization, Indian tribe, or tribal organization, another public or private entity, or a consortium of 2 or more such entities, or an educational service agency, which is a regional public multiservice agency authorized by State law to develop, manage, and provide services or programs to LEAs. 21st CCLC grants primarily serve students who attend schools with a high concentration of low-income students and specifically schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) and other schools determined by the local education agency to be in need of intervention and support. The 21st CCLC grant awards are for up to 5 years, contingent upon federal funding. Programs must show progress in implementing the project goals and activities as approved in their original grant proposal.

The expectation is that all grantees partner with a community resource provider to implement the program. Grantees should identify other sources of related funding and describe how these resources will coordinate with other Federal, State, and local programs that have a related purpose. To be eligible for a 21st CCLC subgrant, the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 of the ESEA and their families. The requirement that 21st CCLC programs target students who attend schools eligible for schoolwide programs would mean that a 21 CCLC program must target students who attend

(1) a Title I school with 40% or more poverty or (2) any Title I school that receives a waiver from the SEA to operate a schoolwide program; or (3) a non-Title I public school that has 40% or more poverty. Since the 21st CCLC statute does not define what it means to “target” students attending schools eligible to operate a schoolwide program, an SEA has discretion to determine how an applicant might meet that requirement. Some examples include (1) an LEA that proposes to serve students at specific schools eligible to operate schoolwide programs, (2) a community-based organization (CBO) that partners with schools eligible to operate schoolwide programs to exclusively serve students attending those schools, or (3) an applicant that proposes to serve students from across the community attending different schools with most of the participating schools eligible to operate schoolwide programs.

Changes with ESSA

- The state must prescreen external organizations that could help in carrying out the activities under this part and make available to eligible entities a list of external organizations that successfully completed the prescreening process.
- The state must include performance measures to evaluation programs with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, including performance measures that: are able to track student success and improvement over time; include state assessment results and other indicators such as improved attendance during the school day, better grades, regular (or consistent) program attendance, and on-time advancement to the next grade level; and for high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities; and a description of how data collected.
- Includes programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods.
- Includes 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 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

What It Can Fund

The 21st Century Community Learning Centers provide a broad array of supplemental services. Each eligible entity that receives an award may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with:
 - The state academic standards and any local academic standards, and
 - Local curricula that are designed to improve student academic achievement.
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment.

- Literacy education programs, including financial literacy programs and environmental literacy programs.
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs.
- Services for individuals with disabilities.
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement.
- Cultural programs.
- Telecommunications and technology education programs.
- Expanded library service hours.
- Parenting skills programs that promote parental involvement and family literacy.
- Programs that help students who have been truant, suspended, or expelled to allow the students to improve their academic achievement.
- Drug and violence prevention programs and counseling programs.
- Programs that build skills in Science, Technology, Engineering, and Mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional stem education teaching methods.
- 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 (20 u.s.c. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

Resources

- 21st Century Community Learning Centers
<https://www2.ed.gov/programs/21stccclc/legislation.html>
- Washington Office of Superintendent of Public Instruction, Nita M. Lowey 21st Century Community Learning Center Program
[Nita M. Lowey 21st Century Community Learning Centers Program | OSPI \(www.k12.wa.us\)](https://www.k12.wa.us/OSPI/21st-Century-Community-Learning-Centers-Program)

Title V, Part B: Rural Education Initiative—Small, Rural Schools Achievement (SRSA), Rural Education Achievement Program (REAP) and Rural and Low-Income School (RLIS) Programs (Updated)

What It Is

Rural schools in each state have access to the following programs, the Small, Rural School Achievement (SRSA) program, the Rural Education Achievement Program Alternative Fund Use Authority (REAP AFUA), and the Rural and Low-Income Schools (RLIS) program. These programs are designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. These programs provide eligible districts with greater flexibility in using formula grant funds that they receive under certain state-administered federal programs. SRSA grants and REAP AFUA are available to eligible small and rural school districts.

These programs are designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement.

To be eligible, a school district must have fewer than 600 students or be entirely in a county with a population density of fewer than 10 people per square mile and be defined as rural by the National Center for Education Statistics (NCES). Eligible districts can receive both an SRSA allocation from USDE and utilize REAP AFUA through OSPI. RLIS is available for rural school districts that serve concentrations of poor students. To be eligible a school district needs to have 20% or greater census poverty and be appropriately defined as rural by the NCES. Some LEAs are dually eligible to apply for both an SRSA and RLIS grant. However, an LEA cannot receive both grants and must choose which grant opportunity to apply for.

Use of Funds

Eligible LEAs may use SRSA/REAP AFUA funds to carry out activities authorized under any of the following federal programs:

- Title I, Part A (Improving Basic Programs Operated by Local Education Agencies)
Example: A school district develops an entrepreneurial education program to supplement its civics curriculum.
- Title II, Part A (Supporting Effective Instruction)
Example: A school district pays the stipend for a prospective teacher to work alongside an effective teacher, who is the teacher of record, for a full academic year.
- Title III (Language Instruction for English Learners and Immigrant Students)
Example: A school district offers an afterschool enrichment program for English learners.
- Title IV, Part A (Student Support and Academic Enrichment)
Example: A school district purchases a bully prevention program for all schools.

- Title IV, Part B (21st Century Community Learning Centers)

Example: A school district purchases instruments to supplement schools' band and orchestra programs.

RLIS eligible LEAs may use the funds to carry out the following types of activities:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.
- Teacher professional development, including programs that train teachers to use technology to improve teaching and that train teachers of students with special needs.
- Parental involvement activities; or
- Activities authorized under: Title I, Part A, Title II, Part A, Title III, and Title IV, Part A.

Resources

- Rural and Low-Income School Program:
[Rural and Low-Income School Program - Office of Elementary and Secondary Education](#)
- Rural Education Achievement Program:
[Small, Rural School Achievement Program - Office of Elementary and Secondary Education](#)

Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Part B

What It Is

The omnibus 1987 McKinney-Vento Homeless Assistance Act authorizes programs in several federal agencies, including education. Subtitle VII-B of the McKinney-Vento Act, under subtitle VII-B, the Education of Homeless Children and Youth Program, was reauthorized in 1990, 1994, and again in 2002 as Title X of the NCLB. In 2015 it became ESSA Title IX, Part A.

The program requires each state to provide coordination, training, and technical assistance to districts to remove barriers and improve access to education by homeless children and youth in local districts. States are required to collect and report data, monitor districts for compliance, and partner with other government and nonprofit agencies serving homeless families and youths.

The McKinney-Vento Act addresses the challenges homeless children and youth face with enrolling, attending, and succeeding in school, from early childhood through high school graduation. The Act emphasizes school stability despite housing mobility or adequacy. It requires districts to remove barriers and support the success of homeless students.

Each state is required to designate a State Coordinator of Homeless Education to implement the program.

All districts are required to designate a Liaison to implement the program locally. With the Liaison's assistance, districts must identify and assist homeless students, provide immediate school enrollment, expedite student records transfers, and school placement, arrange for school of origin transportation, and report data on the number of homeless students served each year. Homeless students and families have the right to appeal school placement determinations, with dispute resolution guidance provided as needed by OSPI.

Districts may compete for a limited amount of federal McKinney-Vento Act grant funds, in the form of district subgrants provided at regular three- year intervals.

States are allocated McKinney-Vento funds based on the Title I, Part A formula. OSPI must provide at least 75% of the allocation in competitive subgrants to LEAs. All districts, regardless of McKinney-Vento subgrant status, must comply with essential McKinney-Vento requirements, including outreach and identification, immediate enrollment, school of origin transportation, access to free school meals and extracurricular activities, assistance with clothing and school supplies, referrals for other services and more. Program services extend to early childhood, with local coordination with Head Start, Early Intervention and childcare programs, as well as to unaccompanied homeless youths who are not in the physical custody of a parent or legal guardian. Each district is required to designate a Liaison to fulfill McKinney- Vento duties, track student progress, and report data.

Under ESSA, districts that receive a Title I, Part A allocation are required to reserve a portion to support the education of homeless students in Title I, Part A and non-Title I, Part A funded schools. Title I, Part A set-asides can also be used to increase Liaison capacity and for services and assistance not ordinarily provided to other Title I students.

Notable items in ESSA

Notable items, including changes and codification of items previously in non-regulatory guidance:

- The presumption that enrollment in the school of origin is in a homeless student's best educational interest.
- School of origin placement and transportation includes preschools and the receiving or feeder school in the next grade span.
- Districts must provide a written explanation and the dispute resolution process when McKinney-Vento (MV) eligibility is contested, as well as when school placement goes against the wishes of the parent or unaccompanied youth. Districts must provide a written explanation of any decisions related to school selection or enrollment made by the school, the district, or the state agency, including the right to appeal decisions.
- All unaccompanied homeless students in high school are to be given information on FAFSA eligibility, with assistance to apply for higher education.
- State Coordinators and District Liaisons must have the capacity to sufficiently carry out their duties.
- Liaison contacts must be posted on state websites.
- States must provide professional development for Liaisons, who must participate.
- Title I, Part A LEA Plans and budget narratives must be informed by data and include Liaison input, with an approved method to calculate set-asides.

Use of Funds (Updated)

Authorized uses of McKinney-Vento subgrant and Title I, Part A set-aside funds include:

1. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for children and youth.
2. The provision of expedited evaluations of the strengths and needs of homeless children and youth, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children and youth with disabilities, and English learners, services provided under Title I of the Elementary and Secondary Education Act of 1965 [20 U.S.C. Section 6301 et seq.] or similar State or local programs, programs in career and technical education, and school nutrition programs).
3. Professional development and other activities for educators and specialized instructional supports personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youth, the rights of such children and youth under this part, and the specific educational needs of runaway and homeless youth.

4. The provision of referral services to homeless children and youth for medical, dental, mental, and other health services.
5. The provision of assistance to defray the excess cost of transportation for students under 42 U.S.C. Section 11433(d)(5), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under 42 U.S.C. Section 11432(g)(3) of this title.
6. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
7. The provision of services and assistance to attract, engage, and retain homeless children and youth, particularly homeless children and youth who are not enrolled in school, in public school programs and services provided to non-homeless children and youth.
8. The provision for homeless children and youth of before-and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of education activities.
9. If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth in school, including birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs or services.
10. The provision of education and training to the parents and guardians of homeless children and youth about the rights of, and resources available to, such children and youth, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youth in the education of such children or youth.
11. The development of coordination between schools and agencies providing services to homeless children and youth, as described in 42 U.S.C. Section 11432(g)(5) of this title.
12. The provision of specialized instructional support services (including violence prevention counseling) and referrals for such services.
13. Activities to address the needs of homeless children and youth that may arise from domestic violence and parental mental health or substance abuse problems.
14. The adaption of space and purchase of supplies for any non-school facilities made available under 42 U.S.C. Section 11432(a)(2) to provide services.
15. The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations; and,
16. The provision of other extraordinary or emergency assistance needed to enable homeless children and youth to attend school and participate fully in school activities.

Resources

- <http://www.k12.wa.us/HomelessEd/default.aspx>
- <https://www2.ed.gov/programs/homeless/legislation.html>
- <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf>
- <https://nche.ed.gov/wp-content/uploads/2018/10/titlei.pdf>

Homeless Student Stability Education Program

What It Is

The Homeless Student Stability Education Program (HSSEP) is a competitive state grant made available to increase high need districts' capacity to identify and support students experiencing homelessness; Districts that reflect geographic diversity within the state are prioritized for funding. Funds are complementary to McKinney-Vento grant dollars with greater weight given to districts that demonstrate a commitment to:

- Partnering with local housing and community-based organizations.
- Serving the needs of unaccompanied youth.
- Implementing evidence-informed strategies to address the opportunity gap and other systemic inequities that negatively impact students experiencing homelessness and students of color.

Districts may access both federal and state funding to support students experiencing homelessness, however HSSEP funding must be supplemental in nature, and not supplant Title I or McKinney Vento funding allocated for the same purpose.

Use of Funds

Funds may be used in a manner that is complementary to federal McKinney-Vento funds and consistent with the authorized uses of McKinney-Vento subgrant and Title I, Part A set-aside. Examples of permitted student supports and activities that may be funded by HSSEP include:

- Direct academic support, including tutoring and additional transportation costs.
- Basic needs, including retail store cards, nutrition supports, and hygiene items.
- Wraparound supports, including contracting with community-based providers, behavioral and physical health supports, and housing-related supports, such as bedding and short-term hotel or motel stays, that meet a student's emergent needs and allow the student to fully participate in school.
- Employment supports for students and families.
- Out-of-school enrichment activities, such as an academic tutor provided at a shelter.

School districts are encouraged to use grant dollars to leverage community resources and strengthen relationships with community-based partners.

Resources

- [HB 1622.PL \(2023-24\) Supporting the needs of students experiencing homelessness](#)
- [Homeless Education Grants | OSPI](#)

Individuals with Disabilities Education Act (IDEA), Part B

What It Is

The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Prior to IDEA, over 4 million children with disabilities were denied appropriate access to public education. Many children were denied entry into public school altogether, while others were placed in segregated classrooms, or in regular classrooms without adequate support for their special needs (Katsiyannis, Yell, Bradley, 2001; Martin, Martin, Terman, 1996; U.S. Department of Education, 2010).

IDEA ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living.

IDEA has four distinct sections and in this document the focus is on Part B.

Part B of IDEA is the section which lays out the educational guidelines for children with disabilities 3– 21 years of age. By law, states are required to educate students with disabilities (Martin, Martin, & Terman, 1996). IDEA provides financial support for state and local school districts. However, to receive funding, LEAs must comply with six main principles set out by IDEA:

- Every child is entitled to a free and appropriate public education (FAPE).
- When a school professional believes that a student between the ages of 3 and 21 may have a disability that has substantial impact on the student's learning or behavior, the student is entitled to an evaluation in all areas related to the suspected disability.
- Creation of a written Individualized Education Program (IEP). The purpose of the IEP is to lay out a series of specific actions and steps through which educational providers, parents, and the student themselves may reach the student stated goals.
- That the education and services for students with disabilities must be provided in the least restrictive environment (LRE), and if possible, those students be placed in a "typical" education setting with non-disabled students.
- Input of the student and their parents must be considered in the education process.
- When a parent feels that an IEP is inappropriate for their child, or that their child is not receiving needed services, they have the right under IDEA to access Procedural Safeguards. (DREDF, 2008; Katsiyannis, Yell, Bradley, 2001; Turnbull, Huerta, & Stowe, 2004).

Use of Funds

Funds provided under Part B of IDEA must be expended in accordance with the provisions of 20 USC 1413(a)(2):

- (i) Shall be used only to pay the excess costs of providing special education and related services to students with disabilities.
- (ii) Shall be used to supplement state, local, and other federal funds and not supplant such funds.
- (iii) Shall not be used to reduce the level of expenditures for the education of students with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

Permissive Use of Funds

IDEA Part B funds may not be used for non-special education instruction in the general education classroom, instructional materials for use with non-disabled students, or for professional development of general education teachers not related to meeting the needs of students with disabilities, except for two purposes. The two exceptions to the rules are when IDEA Part B funds are (1) used for coordinated early intervening services (CEIS) under 34 CFR 300.226 or (2) consolidated in a Title I schoolwide school under the Elementary and Secondary Education Act (ESEA) pursuant to 34 CFR 300.206.

Under 34 CFR 300.208(a)(1), IDEA Part B (non-CEIS) funds provided to an LEA may be used for the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a student with a disability in accordance with the student's IEP, even if one or more students without disabilities benefit from these services. Such usage, often referred to as incidental benefit, does not diminish an LEA's responsibility under Part B to ensure that FAPE is made available to each eligible student with a disability.

LEAs implementing MTSS should be aware that formal interventions (tier two or three interventions; longer than incidental) may not provide interventions to a small group comprised only of students without disabilities except when funds are being used in a Title I schoolwide program.

Resources for Parents and Families

- [Individuals with Disabilities Education Act](#): The Parents and Families Resource page brings together U.S. Department of Education-funded centers, department programs, and additional information of interest for parents and families.
- A Guide to postsecondary education and employment for students and youth with disabilities.

Resources for Educators and Researchers

- [IDEA Data Center \(IDC\)](#): Technical assistance to build capacity within states for collecting, reporting, analyzing, and using high-quality IDEA data. Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP).
- [The Part C IDEA Data Processes Toolkit](#): In collaboration with IDC State Liaisons, states can use the toolkit to create and maintain a culture of high-quality data and establish and support consistent practices.
- [Discipline Data Collection Questions and Answers](#): This IDC document assists states with the collection of data on students with disabilities served under IDEA who were subject to disciplinary removal.

Additional information on IDEA funding is addressed in [WAC 392-172A-06010](#)

Coordinated Early Intervening Services (CEIS) (IDEA, Part B Sections 611 and 619)

What It Is

Coordinated Early Intervening Services (CEIS) are services provided to students in K–12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment.

Use of Funds

Under sections 611 and 619 of *IDEA*, Part B(20 U.S.C. §1413(f)(2)) and its regulations (34 CFR §300.226(b)) identify the activities that may be included as CEIS:

- Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

CEIS provides services to students in K–12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services.

Section 613(f)(5) of the *IDEA* also states that CEIS funds may be used to carry out services aligned with activities funded by and carried out under the ESEA, if IDEA funds are used to supplement, and not supplant, funds made available under the ESEA for those activities. Thus, if the *IDEA* funds do not supplant ESEA funds, they may be used to supplement school improvement activities conducted under other programs, such as Titles I or III, that are being implemented in an LEA.

CEIS may include:

- Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including literacy instruction, and instruction on the use of adaptive and instructional software; and
- Educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

This guidance provides specific examples of how IDEA, Part B CEIS funds might be used voluntarily. In some cases, an LEA may be required to use 15% of its IDEA Part B allocation to provide comprehensive CEIS (CCEIS) because it has been identified as having significant disproportionality. In that case, the LEA must consult with OSPI about required activities and the allowable uses of those funds.

Resources

- Guidance is located at <https://www2.ed.gov/policy/speced/guid/idea/ceistoc.html>
- WestED Resources: <https://cifr.wested.org/resources/ceis/ceis-step-by-step/>

Beginning Educator Support Team (BEST) Grants (New)

What It Is

BEST grants are competitively awarded grants to LEAs, ESDs, and consortia of LEAs to create and implement comprehensive induction systems to attract, train, and retain novice teachers. The grants support skillful mentoring and targeted, differentiated professional learning for beginning educators.

Use of Funds

BEST funds may be used for:

- Mentor salary/benefits or stipends
- Mentor professional learning (extra time, substitutes, travel, supplies/materials)
- Novice teacher professional learning (extra time, substitutes, travel, supplies/materials)
- Release time for observations
- Induction leader professional learning (travel, supplies/materials)

Resources

- [Standards for Beginning Educator Induction](#)
- [Washington State Standards for Mentoring](#)
- [BEST Events and Trainings](#)

Teacher and Principal Growth and Evaluation (TPEP) Grants (New)

What It Is

All districts are allocated funding and eligible to apply for grant funds to support required instructional framework training for teachers, principals, and assistant principals who are new to their roles or to their district's instructional framework and required leadership framework training for principals and their evaluators. Funds may also be used to support a deeper dive into the frameworks to facilitate educator growth.

Use of Funds

- Release time and travel expenses for educators to attend ESD-sponsored trainings related to the implementation of the district's TPEP training plan.
- Release time, registration, and travel expenses for educators to attend professional learning in support of TPEP and Student Growth Goals provided by ESDs, WEA, AWSP, the BEST program and offerings by the Center for Strengthening the Teaching Profession (CSTP) and OSPI in support of culturally responsive education related to TPEP and Student Growth Goals.

- Stipends or pay for educators to attend training related to the implementation of the district’s TPEP training plan.
- Substitute teachers/administrators so that educators can attend training related to the implementation of the district’s TPEP training plan.
- Consulting contracts with the instructional and/or leadership framework authors, ESDs, or framework trainers listed as TPEP Training Providers on the TPEP website.
- Copy and supply expenses to support local evaluation training for educators.
- Publications from the instructional framework authors, (CEL 5D+, Danielson, Marzano) and AWSP Leadership framework are approved. Publications that support a deeper exploration of framework components are contingent upon written approval from the OSPI Director of the Office of Educator Effectiveness.

Resources

- [Teacher/Principal Growth and Evaluation](#)
- [Student Growth](#)
- [TPEP Training Requirements](#)
- [AWSP Leadership Framework Training Dates](#)
- [CEL 5D+ Framework Training Date and List of Approved Trainers](#)
- [Danielson Framework Training Dates and List of Approved Trainers](#)
- [Marzano Framework Training Dates and List of Approved Trainers](#)

Highly Capable Program (New)

What It Is

The Highly Capable Program (HCP) is a component of basic education. School districts provide instruction, activities, and services to accelerate learning for K-12 students identified as Highly Capable. Javits HiCapPLUS Professional Learning Modules address students who are economically disadvantaged, multilingual, and students with disabilities – all of whom are overlooked by traditional assessments and identification methods.

Use of Funds

State Highly Capable Program funds support identifying the need for advanced and accelerated instruction that matches the strengths and abilities of the student. Teachers and program directors have opportunities for professional learning about instructional practices to meet the academic, social, and emotional needs of advanced learners.

PART IV. RESOURCES

Appendix A: Office of Superintendent of Public Instruction Program Contacts

Below is a list of funding sources and topics about which you may have questions or encounter issues. If you have any questions, concerns, or issues with any of the topics listed below, please visit the appropriate linked website. If you cannot find the information you need or resolve your issue, feel free to reach out to the appropriate office.

Program/Topic	Division	Phone	Email	Website
ESEA/ESSA (General)	Elementary, Early Learning, and Federal Programs (EELFP)	360-764-6079	jason.miller@k12.wa.us	<u>Every Student Succeeds Act (ESSA) (ospi.k12.wa.us)</u>
Office of System and School Improvement (OSSI)	System and School Improvement, Continuous Improvement	360-725-6503	OSSI@k12.wa.us	<u>Continuous School Improvement Resources (ospi.k12.wa.us)</u>
Multi-Tiered System of Supports (MTSS)	Center for the Improvement of Student Learning (CISL)	360-725-6052	CISL@k12.wa.us	<u>Multi-Tiered System of Supports (MTSS) (ospi.k12.wa.us)</u>

Program/Topic	Division	Phone	Email	Website
Title I, Part A Closing Educational Achievement Gaps	Elementary, Early Learning, and Federal Programs (EELFP)	360-725-6100	Title1a@k12.wa.us	Closing Educational Achievement Gaps (Title I, Part A) (ospi.k12.wa.us)
Title I, Part C Migrant Education	Office of System and School Improvement	360-725-6147	sylvia.reyna@k12.wa.us	Migrant Education Program (ospi.k12.wa.us)
Title I, Part D Neglected and Delinquent	Office of System and School Improvement	360-725-6046	ada.daniels@k12.wa.us	Institutional Education (ospi.k12.wa.us)
Title II, Part A, Program Requirements and Guidance	Educator Growth and Development	360-725-6340	Title2A@k12.wa.us	Improving Teacher and Principal Quality (Title II, Part A) (ospi.k12.wa.us)
Title III, Part A Multilingual Education	Office of System and School Improvement	564-999-3144	kristin.percycalaff@k12.wa.us	Multilingual Education Title III Services (ospi.k12.wa.us)

Program/Topic	Division	Phone	Email	Website
Title IV, Part A Student Support and Academic Enrichment	Office of System and School Improvement	360-725-6507	titleiva@k12.wa.us debra.parker@k12.wa.us atela.tinnin@k12.wa.us	Student Support and Academic Enrichment (Title IV, Part A) (ospi.k12.wa.us)
Title IV, Part B 21st Century Community Learning Centers	Elementary, Early Learning, and Federal Programs (EELFP)	360-725-6049	CCLC@k12.wa.us	Nita M. Lowey 21st Century Community Learning Centers Program (ospi.k12.wa.us)
Title V, Part B Rural Education (RLIS and REAP)	Elementary, Early Learning, and Federal Programs (EELFP)	360-972-4047	tony.may@k12.wa.us	Rural Education Initiative (ospi.k12.wa.us)
Private School Participation	Elementary, Early Learning, and Federal Programs (EELFP)	360-725-6433	Privateschools@k12.wa.us	Private School Participation in Federal Programs (ospi.k12.wa.us)
Grant Applications, EGMS, and iGrants	Federal Fiscal Policy	360-725-6290	amy.harris@k12.wa.us	Federal Funding Contact Information (ospi.k12.wa.us)

Program	Division	Phone	Email	Website
Education of Homeless Children (McKinney- Vento)	Student Engagement and Support	360-725-6505	HomelessEd@k12.wa.us	Students Experiencing Homelessness (ospi.k12.wa.us)
Educational Stability of Students in Foster Care	Student Engagement and Support	360-725-6505	Fostercare@k12.wa.us	Foster Care (ospi.k12.wa.us)
Homeless Student Stability Education Program	Student Engagement and Support	360-725-6505	HomelessEd@k12.wa.us	Students Experiencing Homelessness (ospi.k12.wa.us)
IDEA	Special Education	360-725-6075	speced@k12.wa.us	Special Education (ospi.k12.wa.us)
Learning Assistance Program (LAP)	Elementary, Early Learning, and Federal Programs (EELFP)	360-725-6100	LAP@k12.wa.us	Learning Assistance Program (LAP) (ospi.k12.wa.us)
Highly Capable Program (HiCap)	Elementary, Early Learning, and Federal Programs (EELFP)	360-725-6171	jody.hess@k12.wa.us	Highly Capable Program (ospi.k12.wa.us)

Program	Division	Phone	Email	Website
Transitional Bilingual Instruction Program	Office of System and School Improvement	360-725-6145	kristin.percycalaff@k12.wa.us	Transitional Bilingual Instruction Program Guidance (ospi.k12.wa.us)
Head Start	Head Start Collaboration Office, Department of Children, Youth, and Families	360-688-3139	Cathy Garland, Administrator cathy.garland@dcyf.wa.gov	www.dcyf.wa.gov/services/earlylearning-childcare/eceap-headstart
Early Childhood Education and Assistance Program (ECEAP)	Department of Children, Youth, and Families		eceap@dcyf.wa.gov	www.dcyf.wa.gov/services/earlylearning-childcare/eceap-headstart
Working Connections Child Care Subsidy	Department of Children, Youth, and Families		Jason Ramynke, Child Care Administrator jason.ramynke@dcyf.wa.gov	www.dcyf.wa.gov/services/earlylearning-childcare/getting-help/wccc
Beginning Educator Support Team (BEST)	Educator Growth and Development	360-725-6430	Best@k12.wa.us	Beginning Educator Support Team (ospi.k12.wa.us)
Teacher and Principal Growth and Evaluation (TPEP)	Educator Growth and Development	360-725-6422	Katie Taylor, Director Katie.Taylor@k12.wa.us	Teacher/Principal Evaluation Program (ospi.k12.wa.us)

Appendix B: Frequently Asked Questions Regarding Transferring, Coordinating, and Consolidating ESSA Funds

1. How do LEAs begin the process of transferring funds between Titles?

LEAs will have the option to transfer funds from applicable Titles and to applicable Titles as part of their annual Consolidated Grant Application.

2. If a LEA transfers Title IV, Part A funds to Title III, Part A, does the LEA still have to use the funds under Title IV, Part A requirements?

No. Any funds transferred to another Title take on the identity of the Title to which they were transferred. For example, if a LEA transfers all of its Title IV, Part A funds to Title III, Part A, the funds are now considered Title III, Part A funds and must be used in accordance with the law under Title III, Part A.

3. Can a LEA transfer funds out of Title I, Part A or Title III, Part A?

No. Funding may only be transferred out of Title II, Part A or Title IV, Part A.

4. If a LEA transfers all of its Title II, Part A funds into Title I, Part A, does the amount of Title I, Part A funds reserved for nonpublic schools get calculated using the new total after the transfer of funds?

Yes. In accordance with U.S. Department of Education guidance (see page 40 at <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>), the amount used to provide equitable services to nonpublic school students and personnel must be determined based on the total amount of funding available after the transfer of any

5. Can a LEA blend funds from Title I, Part A and Title III, Part A? If allowed, do the spending rules for Title III, Part A funds still apply if funds are blended?

Funds may be blended in schoolwide programs only. While the funds lose their identity when consolidated in a schoolwide

program, the LEA must ensure the purposes of the funds being consolidated are still met. (See U.S. Department of Education guidance, page 10 at <https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>)

6. Is an LEA that receives a Title IV, Part A allocation of \$30,000 or more and opts to transfer all funds out still required to complete the Comprehensive Needs Assessment for Title IV, Part A?

Yes. The US Department of Education clarified that for districts with a Title IVA allocation of more than \$30,000, the requirement to complete a comprehensive needs assessment is a condition to receive the funds.

(d) NEEDS ASSESSMENT.—

(1) IN GENERAL.—Except as provided in paragraph (2) and **prior to receiving an allocation** under this subpart, a local educational agency or consortium of such agencies shall conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement of—

(A) access to, and opportunities for, a well-rounded education for all students;

(B) school conditions for student learning in order to create a healthy and safe school environment; and

(C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

(2) EXCEPTION.— A local educational agency receiving an allocation under section 4105(a) in an amount that is less than \$30,000 shall not be required to conduct a comprehensive needs assessment under paragraph (1).

(3) FREQUENCY OF NEEDS ASSESSMENT.—Each local educational agency, or consortium of local educational agencies, shall conduct the needs assessment described in paragraph (1) once every 3 years.

For more information on consolidated use of funds in schoolwide programs, contact OSPI's Title I, Part A office at 360-725-6100 or view the Title I, Part A Fiscal Handbook <https://www.k12.wa.us/sites/default/files/public/titlei/titlei/Title%20I%20Part%20A%20ESSA%20Fiscal%20Handbook%202019-20.pdf>.

Appendix C: Federal and State Program Resource Websites

ESSA Law

- <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

Title I, Part A

- [Closing Educational Achievement Gaps \(Title I, Part A\) | OSPI](#)
- [Title I, Part A Fiscal Requirements and Guidance | OSPI](#)
- [Title I Part A Fiscal Handbook 2022 23 \(ospi.k12.wa.us\)](#)
- [Title I, Part A Program Models | OSPI](#)
- [ESSA Schoolwide Guidance September 2016 \(PDF\) \(ed.gov\)](#)
- Every Student Succeeds Act [PUBL095.PS \(congress.gov\)](#)

School Improvement (1003)

- <https://ospi.k12.wa.us/student-success/support-programs/system-and-school-improvement/continuous-school-improvement-resources>

Learning Assistance Program

- <https://ospi.k12.wa.us/student-success/support-programs/learning-assistance-program-lap>

Title I, Part C – Migrant Education

- <http://www.k12.wa.us/MigrantBilingual/Services.aspx>

Title I, Part D – Institutional Education Neglected and Delinquent

- [Institutional Education | OSPI](#)

Title II, Part A – Teacher & Principal Quality

- <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/instruction-state-grants-title-ii-part-a/>
- <http://www.k12.wa.us/TitleIIA/Program/AllowableCosts.aspx>

Title III, Part A – English Learners & Immigrant Students – Language Instruction

- <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-iii-part-a/#TITLE-III-PART-A>
- <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners92016.pdf>
- <http://www.k12.wa.us/MigrantBilingual/BilingualProgram.aspx>

Transitional Bilingual Instruction Program

- <http://www.k12.wa.us/MigrantBilingual/BilingualProgram.aspx>
- <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.180&full=true>

Title IV, Part A – Student Support and Academic Enrichment

- [Every Student Succeeds Act: Title IV, Part A](#)
- [Non-Regulatory Guidance: ESSA Title IV, Part A Guidance – Student Support and Academic Enrichment Program](#)
- [Title VIII, Part F of the Elementary and Secondary Education Act Equitable Services Non-Regulatory Guidance 2023 \(PDF\)](#)
- [Title IV, Part A \(T4PA\) technical assistance center \(ed.gov\)](#)
- [Student Support and Academic Enrichment \(Title IV, Part A\) | OSPI \(www.k12.wa.us\)](#)

Title IV, Part B – 21st Century Learning Centers

- [21st-cclc-non-reg-draft-guidance-updated-10-19-2023.pdf](#)
- [Nita M. Lowey 21st Century Community Learning Centers Program | OSPI](#)

Title V, Part B – Rural Education Achievement Program

- <https://ospi.k12.wa.us/policy-funding/grants-grant-management/rural-education-initiative>

Title VII, Part B Homeless Education (McKinney-Vento Education for Homeless Children & Youth Program)

- <http://www.k12.wa.us/HomelessEd/default.aspx>
- <https://www2.ed.gov/programs/homeless/legislation.html>
- <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf>

Highly Capable Program

- <http://www.k12.wa.us/HighlyCapable/default.aspx>

IDEA – Individual with Disabilities Education Act

- <https://www2.ed.gov/policy/speced/guid/idea/ceistoc.html>
- <http://www.k12.wa.us/specialed/>
- <http://www.k12.wa.us/SpecialEd/Finance-Grants/default.aspx>
- <https://www2.ed.gov/policy/gen/leg/recovery/guidance/idea-b-reform.pdf>

Fiscal

- <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>

Appendix D: Publication Resources

Implementing a Multi-Tiered System of Support

- [McIntosh](#), Kent & Goodman, [Steve](#) (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. Gilford Press

Grade-Level Literacy Rates

- Allington, R. & McGill-Franzen, A. (2013). *Summer Reading: Closing the Rich/Poor Reading Achievement Gap*. New York, NY: Teachers College Press.
- Allington, R.L. (1994). What's special about special programs for children who find learning to read difficult? *Journal of Reading Behavior*, 26(1), 95–115.
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- Dickinson, David K., and Susan B. Neuman (2007). Students with Advanced Learning Needs, eds. *Handbook of early literacy research*. Vol. 2. Guilford Press.

Parent and Family Engagement

- Blazer, C. (2011). *Summer learning loss: why its effect is strongest among low-income students and how it can be combated*. Research Services: Miami-Dade County Public Schools.
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- Harvard Family Research Project. Cheatham, G. A., & Santos, R. M. (2011). Collaborating with families from diverse cultural and linguistic backgrounds: Considering time and communication orientations. *Young Children*, 66(5), 76-82. *Color in Colorado*. (2012).
- Henderson, Anne T., and Karen L. Mapp. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis 2002." *National Center for Family and Community Connections with Schools* (2002).

- Toolkit for Educators Reaching Out to Hispanic Parents of English Language Learners. Drummond, K.V., & Stipek, D. (2004). Low-income parents' beliefs about their role in children's academic learning. *The Elementary School Journal*, 104(3), 197-213.
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- Epstein, J. L. (2005). A case study of the partnership schools comprehensive school reform model. *The Elementary School Journal*, 106(2), 151-170.
- Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Annual Synthesis 2002. National Center for Family and Community Connections with Schools.
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Positive School Climate

- Anyon, Y., Jenson, J. M., Altschul, I., Farrar, J., McQueen, J., Greer, E., Downing, B., & Simmons, J. (2014). The persistent effect of race and the promise of alternatives to suspension in school discipline outcomes. *Children and Youth Services Review*, 44, 379-386.
- Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2016). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research*. 0034654316669821.
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- Okonofua, J. A., Walton, G. M., & Eberhardt, J. L. (2016). A vicious cycle: A social– psychological account of extreme racial disparities in school discipline. *Perspectives on Psychological Science, 11*(3), 381–398.
- U.S. Department of Education (ED). (2014). *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*. Washington, D.C.
- Voight, A., Austin, G., & Hanson, T. (2013). *A Climate for Academic Success: How School Climate Distinguishes Schools That are Beating the Achievement Odds*. Full Report. California Comprehensive Center at WestEd.

Regular Attendance

- Balfanz, Robert, and Vaughan Byrnes, *The Importance of Being in School: A Report on Absenteeism in the Nation’s Public Schools*. Johns Hopkins University Center for Social Organization of Schools, Baltimore, Md., 2012. Page 20.
- Bookman, Noah, Presentation on CORE School Quality Improvement Index, to the Network for Advancing State Attendance Policy and Practice, April 25, 2016.
- Buehler, Melanie Hart, Tapogna, John, and Chang, Hedy, *Why Being in School Matters: Chronic Absenteeism in Oregon Public Schools*, Attendance Works, June 2012.
- Chang, Hedy and Romero, Mariajose, Present, *Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty, New York, NY, September 2008.
- Gottfried, M. (2010). Evaluating the relationship between student attendance and achievement in urban elementary and middle schools. *American Educational Research Journal, 41*(2), 434.
- Gottfried, Micheal, *Chronic Absenteeism in the Classroom Context: Effects on Achievement*, UC Santa Barbara, October 2015.
- State of Washington: Office of the Superintendent of Public Instruction - Performance Indicators-Data and Analytics, <http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx#attenda nc>

Professional Learning

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- Killion, J. (2013). Comprehensive professional learning system: A workbook for states and districts. Oxford, OH: Learning Forward. Learning Forward (2011). Standards for professional learning.

9th Graders on Track

- Bottoms, Gene. (2008). Redesigning the ninth-grade experience. The Southern Regional Education Board. Breakthrough Collaborative. (2011). Challenges of the Ninth Grade Transition. Research brief.
- Bruce, M., Bridgeland, J., Fox, J., & Balfanz, R. (2011). On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation. Civic Enterprises.
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IDEA

- U.S. Department of Education. (2010). Thirty-five Years of Progress in Educating Children With Disabilities Through IDEA. Retrieved from <https://sites.ed.gov/idea/idea-45-years-later/>

Appendix E: Fiscal Information

ESEA Requirements for Supplement Not Supplant

Title I, Part A

Title I, Part A funds are required to supplement, and not supplant existing state and local funding. In plain language, this means that federal funds should add to, and not replace, state and local funds. Before ESSA, Title I, Part A's 'supplement, not supplant' requirement was tested through three presumptions that looked at each activity supported with Title I funds to determine if it was something an LEA or school would have paid for with state and/or local funds if Title I funds were not available. Effective in the 2018-19 school year, these presumptions will no longer apply to Title I, Part A. Instead, LEAs must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all the state and local money it would receive if it did not participate in the Title I program. In short, LEAs and schools will be required to demonstrate that Title I, Part A funding is supplemental and not that the individual activities or services supported with Title I are supplemental. This should expand LEAs' spending options for Title I funds. Costs must still be consistent with the purpose of Title I – improving student achievement – and must still support eligible students among other requirements.

Title I, Part C

Supplanting is presumed if Title I, Part C is used:

- To provide services required to be made available under state or local laws; or
- To provide services provided with state or local funds in the prior year.

Title I, Part D

Title I, Part D programs must supplement the number of hours of instruction students receive from state and local sources without regard to the subject areas in which instruction is given during those hours.

Title II, Part A

Supplanting is presumed if an LEA uses Title II:

- To provide services the LEA is required to make available under other federal, state, or local laws; or
- To provide services the LEA provided with state or local funds in the prior year.

Exception: An LEA may overcome the second presumption of supplanting if it can demonstrate it cannot continue to support an activity with state or local funds because of state or local funding reductions.

Title II funds could supplement state and local mandates. For example, if state law mandated a certain number of hours of professional development on a particular topic, Title II could support additional training on that topic.

Title III, Part A

Title III, Part A funds must be used to supplement the level of other federal, state, and local public funds that, in the absence of Title III funds, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such other federal, state, and local public funds.

The LEA must ensure that any services provided with Title III, Part A funds are supplemental and could not be used to meet a requirement of any other federal programs, including Title I, Part A.

Title IV, Part A

In considering how to use SSAE (Student Support and Academic Enrichment) program funds, LEAs should be mindful that SSAE program funds may be used only to supplement, and not supplant, non-Federal funds that would otherwise be available for activities authorized under the SSAE program. (*ESEA* section 4110). This means that, in general, LEAs may not use SSAE program funds for the cost of activities in the three SSAE program content areas – well-rounded education, safe and healthy students, and technology – if the cost of those activities would have otherwise been paid with State or local funds in the absence of the SSAE program funds.

Title IV, Part B

Title IV, Part B funds must be used to increase the level of state, local, and other federal funds that would, in the absence of these funds, be made available for programs and activities authorized by Title IV, Part B, and in no case supplant such state, local, and other federal funds.

Title VI, Part B

Title VI, Part B funds must be used to supplement, and not supplant, any other federal, state, or local education funds.

Title V, Part B (SRSA/REAP/RLIS)

Title V, Part B funds must be used to supplement, and not supplant, any other federal, state, or local education funds.

Homeless Education

Services provided with McKinney-Vento funds shall not replace, but must supplement, the regular academic program and shall be designed to expand upon or improve services provided as part of the school's regular academic program.

Time & Effort

All employees charged to federal grants must document the time they spend working on the grant's objectives to demonstrate that the amounts charged to federal programs are true and accurate. For current guidance review the documents linked below.

- [B048-17addendum](#) Bulletin
- [Attachment 1](#) Semi-Annual Certification – Single Cost Objective
- [Attachment 2](#) Monthly PAR - Multiple Cost Objectives/Reconciliation to Payroll Records
- [Attachment 3](#) Monthly PAR with Multiple Cost Objectives for Employee with Fixed-Schedule (if not using the "Fixed Schedule" system)
- [Attachment 4](#) Employee Certification and Schedule – Employee with Fixed Schedule (if using the "Fixed Schedule" system)

Revenue Codes

Program Number	21	24	51	52	53	55	62	64
Program Name	SpEd	IDEA	Title 1, Part A	School Improve	Migrant	LAP	Math & Science Prof Dev	Title III
Revenue Code	4121	6124	6151	6152 ¹	6153	4155	6162	6164
Leadership								
• Strategic Plan development	X	X	X	X	X	X	X	X
• Advisory Council development/activities	X	X	X	X	X			
• Multi-tiered System of Support (MTSS) implementation	X	X	X	X	X	X	X	X
• Urban Collaborative	X	X						
Rigorous standards/high quality assessments								
• High School and Beyond/IEP crosswalks	X	X	X		X	X	X	
Program Number	21	24	51	52	53	55	62	64

Program Name	SpEd	IDEA	Title 1, Part A	School Improve	Migrant	LAP	Math & Science Prof Dev	Title III
Revenue Code	4121	6124	6151	6152¹	6153	4155	6162	6164
for counselors, teacher, case managers, etc.								
• Growth mindset literature/research	X	X	X	X	X	X	X	
Evidence-based instruction								
• Universal Design for Learning (UDL)	X	X	X	X	X	X	X	
• Response to Intervention (RTI)	X	X	X	X		X		
• Adolescent literacy interventions	X	X	X	X		X		
• Mathematics instructional interventions	X	X	X	X		X	X	
• Schoolwide behavior interventions	X	X	X	X		X		
• Programs supporting social and emotional development	X	X	X	X		X		
• Secondary transition services	X	X	X		X			X
Professional development								
• Dual certification	X	X	X	X				X

• Student Progress Monitoring	X	X	X	X	X	X		
• Early childhood data systems	X	X	X	X				
• Using technology in instruction	X	X	X	X	X		X	
Resource allocation								
• Coordinated Early Intervening Services (CEIS)	X	X	X	X	X	X		
• Title I school-wide programs	X	X	X	X		X		X

Program Number	21	24	51	52	53	55	62	64
Program Name	SpEd	IDEA	Title 1, Part A	School Improve	Migrant	LAP	Math & Science Prof Dev	Title III
Revenue Code	4121	6124	6151	6152 ¹	6153	4155	6162	6164
• Technology in instruction	X	X	X	X	X		X	X
Recruitment and retention								
• Induction and mentoring	X	X	X	X		X		X
• Mindfulness training	X	X	X	X				
• Professional Learning Communities	X	X	X	X	X	X		

• Recruitment (e.g., signing bonuses, job fairs, etc.)			X					
• Retention (workload, planning time, materials, professional development, etc.)			X					X
• Membership in state and national organizations	X		X	X	X			X

Appendix F: Acknowledgements

State Departments of Education

OSPI thanks each of the following states for their work on Braiding of Federal Program Funds that guided and informed the writing of this guidance:

- New Jersey
- Oregon
- Tennessee