LEARNING ASSISTANCE PROGRAM (LAP) QUICK GUIDE

Definition (WAC 392-162-020) (WAC 392-162-041)	The Learning Assistance Program (LAP) offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These supports focus on accelerating student growth so that students make progress towards grade level. These supports may include academic readiness skill development or behavior supports to address barriers preventing students from accessing core instruction. The intent is for LAP students to increase academic growth during the period of time they are provided services. LAP emphasizes research-based best practices designed to increase student achievement.
Focus First on K-4 Literacy (RCW 28A.165.005) (RCW 28A.165.055)	Districts implementing LAP services must: 1. First focus on addressing the needs of K–4 students in reading or reading readiness skills; 2. Use data when developing programs; 3. Provide the most effective and efficient practices when implementing supplemental instruction; and 4. Ensure that of the total number of students served by LAP programs, approximately *50 percent* are students enrolled in grades K-4 and are receiving ELA services.
Student Eligibility (RCW 28A.165.015) (WAC 392-162-080)	A student is eligible for LAP Services if he/she scores below standard in ELA or mathematics for his or her grade level using *multiple measures* of performance. LAP serves eligible students in: • ELA (K–12) • Mathematics (K–12) • Academic Readiness (K-2) • Reducing Disruptive Behaviors (K–12) • Transition Services for students transitioning into kindergarten and into high school (Grade 8 through Grade 9) • Graduation Assistance (11-12)
LAP Allowable Services (WAC 392-162-041)	Expenditure of funds from LAP must be consistent with the provisions of RCW 28A.655.235. • Extended Learning Time (before or after the regular school day, on Saturday, beyond the regular school year) • Tutoring (including pull-out, push-in, and double-dosing support that occurs during the school day) • Services under RCW 28A.320.190 (extended learning opportunities program for students in grades 8, 11, 12) • Professional Learning (for all educators working with LAP students explicitly tied to student learning goals, student achievement, the needs of diverse student populations, specific literacy and math content and instructional strategies, and using student work to guide instruction and assistance) • Consultant Teachers (content and/or instructional coaches who work with teachers) • Family Engagement (activities/support for families of participating students—including family engagement coordinators) • Community Partnerships (to increase student engagement and enhance students' readiness to learn)

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Readiness to Learn (WAC 392-162-041)	Up to *five percent* of a district's total LAP allocation may be used for activities associated with Readiness to Learn (RTL). RTL programs provide academic and non-academic supports for students at risk of not being successful in school. They may be offered in partnership with community-based organizations. The goal of RTL is to reduce barriers to learning, strengthen engagement, and ensure all students are able to attend school ready to learn. Students do not need to have been identified as scoring below grade-level standard in math or ELA to participate in Readiness to Learn (RTL) programs. RTL programs are designed to serve students significantly at risk of not being successful in school. Each district determines the eligibility criteria for participation in RTL programs. • The district's school board must approve any community-based partnerships (iGrants FP 218, p. 2). If no external organization is involved and the district is operating their own RTL program (in-house), school board approval is not needed.
LAP Planning:	Please use the following questions for LAP planning, as this information will be reported in the annual LAP Student Data Report: • How will you use student data to identify students for LAP services and determine which services are appropriate? • How will you use student data to monitor progress? How will you formally review student progress? • How will you use student data to determine whether students are ready to exit LAP services? • How will you review the implementation effectiveness of your supplemental curriculum/interventions? (For example: If you observe that a group of students receiving the same intervention are not progressing as expected, how are you determining whether the intervention itself is not effective or if it is not being implemented with fidelity?) • What method will you use to calculate months of growth?
LAP Assurance, Resources, and Required Reporting (WAC 392-162-110) LAP Data Reporting: • CEDARS • EDS	The Annual LAP Student Data Report is due by July 1st each year and is completed in EDS: • Report the amount of academic growth gained by LAP students; • Report the number of students who gained at least one year of academic growth; and • Describe the specific practices, activities, and programs used by each building that received LAP funding *(see LAP guiding questions above)*. iGrants Form Packages: • LAP Assurance Form (iGrants FP 218) must be completed at the beginning of each school year prior to September 1st. • LAP Summer School information (iGrants FP 247) must be completed by September 1st each year.

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Required K–4 Intensive Literacy Improvement Strategy (RCW 28A.655.235)	For any student who received a score of basic or below basic on the 3rd grade statewide student assessment in ELA in the previous school year, the school district must implement an intensive reading and literacy improvement strategy from a state menu of best practices or an alternate strategy. For any school where 40 percent or more of the tested students (per state calculation) receive a score of basic or below basic on the 3rd grade statewide student assessment in ELA in the previous school year, the school district must implement an intensive reading and literacy improvement strategy from a state menu of best practices or an alternate strategy, to be approved by OSPI, for all students in grades K–4 at the school.
Strengthening Student Educational Outcomes: Menus and Reports (RCW 28A.655.235)	The ELA, Mathematics, and Behavior Menus of Best Practices and Strategies identify evidence- and research-based practices that will increase student academic and/or non-academic growth for all students in the state. These menus are reviewed and updated online annually by July 1. The WSIPP Inventory of Evidence- and Research-Based Practices: Washington's K–12 Learning Assistance Program identifies practices, strategies, and programs that are shown to improve student outcomes. The LAP Student Data Report is submitted to the legislature annually by January 1.
Have Questions? Need Help? **Main Office:** 360-725-6100 **Email:** LAP@K12.wa.us **Paula Moore**, Director, Title 1, Part A, LAP, and Consolidated Program Review paula.moore@k12.wa.us	**Amy Thierry -** Program Supervisor, LAP English Language Arts & Research (360) 725-6026 or amy.thierry@k12.wa.us **Jordyn Green -** Data Analyst (360) 725-6317 or jordyn.green@k12.wa.us **Larry Fazzari,** Program Supervisor, Title I/LAP 360-725-6189 or larry.fazzari@k12.wa.us **Nate Marciochi,** Program Supervisor, Title I/LAP 360-725-6172 or nate.marciochi@k12.wa.us **Julie Chace,** Program Specialist II 360-725-6172 or julie.chace@k12.wa.us **Kristi Coe -** Program Supervisor, LAP Mathematics & Research (360) 725-6190 or kristi.coe@k12.wa.us **Joshua Lynch -** Program Supervisor, LAP Behavior & Research, K-12 Discipline, & Readiness to Learn (360) 725-6101 or joshua.lynch@k12.wa.us **Mary Jo Johnson,** Program Supervisor, Title I/LAP 360-725-6103 or maryjo.johnson@k12.wa.us **Penelope Mena,** Program Supervisor, Title I/LAP 360-725-6189 or penelope.mena@k12.wa.us **Tony May,** Program Specialist II 360-725-6231 or tony.may@k12.wa.us

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