

Learning Assistance Program Questions & Answers

A Guide for LAP

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A. General

A1. What is the Learning Assistance Program (LAP)?

LAP is a supplemental state-funded program designed to assist students in grades kindergarten through 12 who score below standard in English language arts (ELA) and mathematics. [WAC 392-162-010](#)

Districts must, when participating in LAP:

1. Implement a learning assistance program that first addresses the needs of students in grades kindergarten through 4 who are deficient in ELA or readiness skills to improve literacy.
2. Use data when developing programs to assist students scoring below grade level standard in ELA and mathematics, as well as address behavioral needs to improve students’ academic performance.
3. Use the most effective and efficient practices (Menu of Best Practices of [ELA](#), [Math](#), and [Behavior](#)), when implementing and providing supplemental instruction and services to assist students scoring below grade level standard in ELA and mathematics, as well as address behavioral needs to improve students’ academic performance.

Districts may also provide extended learning opportunities to assist students scoring below grade level standard in ELA and/or mathematics. Districts may also provide graduation assistance for students, which includes (1) support for grade 8 students transitioning into high school, and (2) students in grades 11 and 12 who are at risk of not meeting state and local graduation requirements (e.g., credit retrieval).

A2. How are students identified as participating LAP students?

[RCW 28A.165.015](#) defines a participating student as “a student in kindergarten through grade twelve who scores below standard for his or her grade level using multiple measures of performance, including statewide student assessments or other assessments, and performance measurement tools administered by the school or district and who is identified by the district to receive services.”

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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. Prior to receiving LAP behavior services, students must have been identified, using multiple measures of performance, as scoring below standard for their grade level in either ELA or mathematics. While additional indicators must be used to identify a student for behavior services, the impact of behavior services is measured by academic growth. The assumption is that the provision of behavior services should positively influence student academic outcomes.

Students do not need to have been identified as scoring below grade-level standard in ELA or mathematics 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.

Students who have failed a course that is required to meet state and local graduation requirements, are not required to meet multiple measures to receive graduation assistance support in grades 11 and 12.

A3. Must LAP be used to provide learning assistance and supports that are in addition to core instruction?

Yes. LAP is a program that must be used to provide supplemental services and supports for qualifying students.

B. First Focus K–4 ELA (related questions included under the Section E–Fiscal)

B1. What does the RCW say about the “first focus” priority for LAP?

[RCW 28A.165.005](#) states, “School districts implementing a learning assistance program shall focus first on addressing the needs of students in grades kindergarten through four who are deficient in reading or reading readiness skills to improve reading literacy.”

B2. How is a district expected to meet the K–4 ELA focus?

As provided in [WAC 392.162.020](#) (effective September 1, 2016), approximately 50 percent of the total number of students served by LAP need to be enrolled in grades K–4 ELA. Each district must determine the intervention services it will offer to enable students struggling to meet K–4 ELA grade-level standards.

After the fifty percent (approximate) threshold has been met, LAP funds may then be used to provide supplemental interventions to students in K–12 ELA, mathematics, behavior, or readiness in those content areas.

B3. If parents do not want their children to participate in K–4 LAP ELA services, what procedures should the district/school follow?

Districts should have clear documentation that services are declined by parents. That documentation must be kept at the school building and be accessible to the district office, for audit/monitoring purposes. The Office of Superintendent of Public Instruction (OSPI) recommends keeping the documentation for five years.

B4. Is there more information about the use of LAP in the ELA content area?

Please refer to the [ELA Menu of Best Practices and Strategies](#).

C. Behavior

C1. How can a district use LAP funds to provide behavior services?

Districts may serve students struggling in ELA or mathematics with behavior services. These services are available for students when the district believes addressing behavioral needs would improve students’ academic performance.

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Prior to receiving LAP behavior services, students must have been identified, using multiple measures of performance, as scoring below standard for their grade level in either ELA or mathematics. While additional indicators must be used to identify a student for behavior services, the impact of behavior services is measured by academic growth. The assumption is that the provision of behavior services should positively influence student academic outcomes.

The district may also use their five percent LAP set-aside for community partnerships to provide academic or non-academic supports to students in an effort to improve overall readiness to learn. These funds are not limited to LAP-eligible students, and may be used to support a district staff person who is tasked with improving school climate, implementing universal intervention systems to improve academic access, and to improve practices associated with social-emotional learning. The district could, in theory, use their five percent set-aside for universal Tier 1 interventions, and use regular LAP dollars for Tier 2 and Tier 3 interventions for LAP-eligible students.

C2. Do students identified for LAP behavioral services also have to be below standard academically in ELA and/or mathematics to be served by LAP?

Yes.

C3. What are some allowable activities for the use of LAP funds to address behavior?

Please see the [Behavior Menu of Best Practices and Strategies](#). Beginning in the 2016–17 school year, districts will have to use a practice or strategy from the behavior menu, or exercise the option of using an alternative practice or strategy that meets OSPI approval and improves student outcomes.

D. Accountability and Reporting

D1. Are individual LAP Student Learning Plans required?

No. Individual LAP Student Learning Plans are no longer required.

D2. How will LAP be monitored by OSPI?

OSPI will monitor LAP requirements as part of the state’s Consolidated Program Reviews (CPR). Additionally, each district’s LAP Student Growth Data will be monitored. The primary purpose of monitoring is to review how LAP students are identified and served; how the district allocates and funds resources; and how programs are implemented with fidelity and evaluated for effectiveness.

D3. How will districts report LAP program data to OSPI?

The required data will be collected through CEDARS (File (I) = enrollment data; File (Q) = academic growth data) and the LAP student data reporting tool, which will be accessible through the Education Data System ([EDS](#)).

A webpage on [CEDARS File Q](#) and the transition on reporting student data through CEDARS is available on the OSPI website.

D4. What information will be collected through the LAP student data reporting tool in [EDS](#)?

The LAP student data reporting tool has three primary sections:

1. Student Data (validate File Q data)
 - a. Student List
 - b. Academic Growth and Progress Monitoring
 - c. Graduation Assistance

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2. LAP Services (schools and districts enter information in EDS)
 - a. Professional Development
 - b. Family Involvement
 - c. Readiness to Learn

3. Funding Distribution (districts enter information in EDS)
 - a. LAP Expenditures
 - b. Title I, Part A (only if the district uses schoolwide funds in lieu, or in place of, LAP)

D5. Does graduation assistance (grade 8 transitions to high school and credit retrieval for grades 11 and 12) require submission of growth data?

No. The graduation assistance section reports the services provided for grade 8 transitions to high school and credit retrieval for 11th and 12th grade students who are not on track to meet local or state graduation requirements. Users will identify the number of students receiving LAP support.

D6. Where can I find technical assistance on determining months of growth?

A website on [Guidance and Support for Data Reporting](#) was created as part of the LAP section of the OSPI website.

D7. What assessments for measuring months of growth should districts use?

OSPI does not require particular assessments for district use. Districts should use assessments that are consistent with the instructional strategies and intervention services in order to ensure that LAP is effective, and that student growth measures are reliable both for tailoring services for individual students and reporting in the statewide data system.

Districts can review the [Universal Screening Tools Chart](#) from the National Center for Response to Intervention (NCRTI) as a reference for selecting assessments. The chart reflects results from four years of reviews and provides up-to-date information on assessments that are sent to the center for the quality of rating, in addition to being valid, reliable, and normed. The quality of rating varies among those reviewed. Districts can also review the [Academic Progress Monitoring Tools Chart](#) from the National Center on Intensive Intervention (NCII) as a reference for selecting progress monitoring assessments.

Educators should administer the assessment with fidelity to the chosen instrument. The administration process and results will ensure that teachers, parents/guardians, and students will receive highly focused and useful information about student achievement.

The LAP [Guidance and Support for Data Reporting](#) website also contains additional helpful resources on this topic.

D8. If a district does not currently have assessments that are used consistently to measure academic yearly growth, can LAP funds be used to purchase some?

Assessments that are administered to all students may not be charged to LAP funds. Specific assessments that are administered only to LAP-served students are allowable charges to LAP, provided the assessments are used solely to measure academic growth resulting from program interventions.

D9. I am logged on to EDS, but I am not seeing the LAP student data reporting tool on my EDS application list. Where do I find it?

If the LAP student data reporting tool is NOT appearing on the list, the user does not have access to it. EDS application access is distributed at the district level by the District Security Manager. When the user contacts

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their District Security Manager, they will ask for the ‘LAP User Role.’ For additional information, please refer to the “Accessing the Application” user guide on the [LAP Guidance and Support for Data Reporting](#) website.

D10. If a teacher is funded through both LAP and Title I, Part A, how should the students they serve be reported?

In situations where there is a clear separation of programs (e.g., one section with 1st grade LAP students and another with 2nd grade Title I, Part A students), the students should be recorded in the LAP data reporting tool or the Title I, Part A End-of-Year Report, iGrants form package (FP) 244, as appropriate.

If a group of LAP-served and Title I, Part A-served students are receiving the same interventions together, they should all be coded under both data collections.

E. Fiscal (more, related questions are included under the First Focus section)

E1. May a portion of LAP funds be carried over to the next fiscal year?

Yes. A district may carry forward up to ten percent from one year to the next. The funds must be used for allowable LAP activities. Carryover amounts in excess of ten percent will be recovered by OSPI School Apportionment and Financial Services in January of the following school year. Recovered funds are deposited in the state general fund and may not be reallocated to increase school year funding allocations for districts the following year.

E2. Are indirect costs applied to LAP?

Yes. The district may use an indirect cost amount up to the federal restricted rate. School Apportionment and Financial Services provides approved [school district indirect cost rates](#).

E3. May Title I, Part A and LAP funds still be considered as a single cost objective for reporting purposes?

Yes, and no. Please read the following carefully for situations that apply to your district’s needs.

Yes. Funds are combined in a schoolwide. When LAP and Title I, Part A funds have been combined in a schoolwide building, then they can share a single cost objective.

It depends. The rest of this answer pertains to district fiscal reporting where there is LAP, Targeted Assistance, and/or the LAP funds have not been combined with Title I, Part A funds in the schoolwide. Both LAP and Title I, Part A programs offer supplemental services for K–12 students in need of academic supports to meet state standards. LAP academic supports are specific for students scoring below grade-level standard in ELA and mathematics. These supports may include academic readiness skill development or behavior supports to address barriers preventing students from accessing core instruction.

Yes. The following services commonly provided under LAP are **also allowable** services under Title I, Part A. As such, OSPI is allowing districts to use a **single cost objective** for LAP and Title I, Part A in the following areas for services offered in the area of ELA, mathematics, and behavior services (provided to improve student academic outcomes):

- *Extended Learning Time*
- *Tutoring*
- *Consultant Teachers*
- *Family Engagement*
- *Professional Development/Professional Learning Communities*

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Yes. OSPI is allowing districts to use a single cost objective for 8th grade transition services to high school and 11th and 12th grade graduation assistance/credit retrieval. The LAP statute allows for services for students needing transition services to high school and graduation assistance. Please see RCW 28A.165.015, RCW 28A.165.035, and RCW 28A.320.190. Title I, Part A also allows for high school transition services and credit retrieval. A single cost objective is an option in this situation.

No. The following services provided under LAP are not currently allowable services under Title I, Part A under No Child Left Behind (NCLB) for the 2016–17 school year. As such, OSPI’s guidance is to use separate cost objectives for the following LAP activities for the 2016–17 school year. OSPI will update this in 2017–18 to align with the Every Student Succeeds Act (ESSA).

- *Readiness to Learn*
- *Community Based Partnerships*

No. Title I, Part A funds may also be used for academic support for students in content areas outside of ELA and mathematics (e.g., science). Title I, Part A services provided outside of ELA and mathematics need to use a separate cost objective. The exception here is as noted above for 8th grade transition services to high school and 11th and 12th grade graduation assistance/credit retrieval.

Note: *If an activity is not explained in this document, please contact the LAP/Title I, Part A office for clarification.*

E4. May LAP funds be combined with Title I, Part A funds in a schoolwide program?

Yes. Districts may combine their LAP funds with Title I, Part A in a schoolwide program.

Even though school districts must first use their LAP funds to focus first on K–4 ELA (see B2), the activities meet the same intent and purposes as Title I, Part A (see D5). Alternatively, LAP funds may be used to serve their students in grades 5–12 for ELA or grades K–12 for mathematics, which also shares the same intent and purposes as Title I, Part A (see D5).

Regardless of the approach for combining funds within a schoolwide, the intent and purpose of the LAP program to provide additional services to LAP-eligible students must still be met. The students served with LAP funds must be those struggling to meet state standards or graduation requirements (see A2).

E5. Will employees funded by LAP be required to complete time and effort reports?

Yes, and no. Please read the following carefully.

No. Employee is paid 100 percent out of LAP funds.

No. Employee is paid partially out of LAP funds, partially out of Title I, Part A funds, and both LAP and Title I, Part A uses a single cost objective.

Yes. Employee is paid partially out of LAP funds, partially out of Title I, Part A funds but LAP and Title I, Part A uses separate cost objectives.

Yes. Employee is paid partially out of LAP funds, partially out of federal funds (non-Title I, Part A).

Note: *This information is provided regardless of targeted assistance or schoolwide buildings. However, OSPI encourages all districts to document any staff that are paid for out of funds that have been combined inside the schoolwide circle. See question E3 for more information on single cost objectives for LAP and Title I, Part A.*

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E6. The district has traditionally used LAP funds at grades higher than K–4 ELA because Title I, Part A funds have been used at the K–4 grade levels to provide supplemental reading assistance. Can districts use Title I, Part A funds to meet the LAP K–4 first focus requirement instead?

Yes and no. Please read the following carefully.

No. If a targeted assistance building.

Yes. If a schoolwide building. Schoolwide programs are allowed to use their Title I, Part A funds to meet the LAP K–4 first focus requirement. This is possible because of the U.S. Department of Education (ED) guidance released in July, 2015. In that guidance, ED specified “the supplement not supplant requirement in ESEA Section 1120A(b) does not apply to a schoolwide program school, and the school does not need to demonstrate that Title I, Part A funds are used only for activities that supplement those the school would otherwise provide with nonfederal funds.”

As such, districts are allowed to meet the LAP requirements by using Title I, Part A funds in a schoolwide building to support students in K–4 struggling with ELA, and then the freed up LAP funds for students in higher grades in need of LAP services. OSPI received confirmation from ED that “Assuming LAP funds are supplemental and used for services that meet the intent and purpose of Title I, Part A, such a scenario would not violate the schoolwide program supplement not supplant requirement.”

Districts applying schoolwide funds to LAP requirements must indicate this on iGrants FP 201 (Title I, Part A application) and iGrants FP 218 (LAP annual plan). They must report these students as receiving both Title I, Part A and LAP services in CEDARS and applicable reports. They must also keep clear financial records to be able to report the information in the LAP student data reporting tool.

E7. If the district uses Title I, Part A schoolwide funds, does it have to be “in lieu of, or in place of LAP to meet the K–4 ELA focus” or can it be “to support LAP’s K–4 ELA focus?”

Either. Title I, Part A schoolwide funds do not have to be provided in lieu of, or in place of LAP to meet the K–4 ELA focus. Many districts will be able to meet the K–4 ELA focus requirements (see B2) only with LAP funds. Title I, Part A schoolwide funds may be used to provide additional reading supports beyond the LAP K–4 ELA focus. It is up to the district. More reporting is required if a district indicates funding is “in lieu of, or in place of.”

E8. An elementary school with 75 percent or more of its students participating in a free and reduced price lunch program must be provided Title I, Part A funds. LAP now requires that LAP funds first be used to support struggling readers in grades K–4. How does the district meet both state and federal program requirements?

Most districts with a building with a student population of over 75 percent poverty must be served by Title I, Part A, regardless of the amount of LAP funding allocated to the building. Districts with buildings that must be served with Title I, Part A funds are encouraged to follow the guidelines for Title I, Part A first, due to the ranking and allocation requirements, and then determine where to place LAP funds. A district has discretion to place LAP funds in different buildings. The district also has the discretion to use Title I, Part A funds in lieu of, or in place of LAP to meet the K–4 focus.

E9. When LAP funds must first focus on K–4 ELA, can materials purchased using Title I, Part A funds during a prior school year remain at the school for use by LAP-served students?

Yes. In this situation, when services are being provided for K–4 ELA, both LAP and Title I, Part A have a similar purpose and intent: to support low-achieving students in ELA. Since both programs are used to meet the same general intent and purposes, the supplies and technology purchased with Title I, Part A funds may remain in the school and continue to support K–4 ELA interventions as intended at the time of purchase.

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E10. May a district use [transitional bilingual instruction program](#) (TBIP) funding to address the first focus on K–4 reading requirement before using the LAP funds for that purpose?

No. TBIP funds are designed to provide support in second-language acquisition and English language development assistance. LAP funds are intended to focus first on addressing the needs of K–4 students who are deficient in reading or reading readiness skills to improve literacy. These two state-funded programs can work together for students in need of assistance in both areas, but they cannot be used to replace one another because their statutory purposes are different.

E12. May a district provide extended learning opportunities to struggling students (e.g., summer programs, Saturday programs, after school opportunities) with LAP at one building and Title I, Part A at another?

Yes. This is possible for two different reasons:

- 1. Same cost objective.** First, if the district has both buildings serving the same intent and purpose, then as noted in D5, they can share the same cost objective.
- 2. Both programs serve struggling students.** The district may also use LAP funds to provide an extended learning program at one building and Title I, Part A at another, as long as both are serving struggling students. As ED noted in a Dear Colleague Letter on Extended Learning Opportunities (February 26, 2016), “an LEA that wants to provide ELT [extended learning time] programs *for only low-achieving students* in both its Title I and non-Title schools may be able to do so, consistent with 34 C.F.R. § 200.79.”

E13. May LAP funds be used to provide a summer program?

Yes. Summer programming continues to be an allowable LAP-funded activity for students who meet the criteria to be served. (*Please refer to A2 for the criteria for LAP services.*)

If LAP is used to fund the summer programming, then LAP can be used to cover the costs of transportation, facilities, and support staff necessary to operate the summer program.

E14. May LAP and Title I, Part A funds both be used to provide a summer program?

Yes. Summer programming is an allowable use of both LAP and Title I, Part A, and can be used together to support either a school program or a district offered program. Districts should be mindful of organizing the program so that it is easy to identify students for reporting purposes. For example, staff serving grade 1 students could be paid for with LAP, and staff serving grade 2 students with Title I, Part A.

E15. The district served a group of students in LAP during the school year. May the district use LAP funds to serve additional students and/or a different group of students in the summer?

Yes. LAP enrollment in program may be fluid and serve different students throughout the regular academic year and the summer term. As long as the students meet the district’s eligibility for LAP services based on their criteria, and an assessment of multiple measures. If they have determined the students to be in need of summer school because they are struggling or at risk of not meeting standards, then the students may be served.

E16. May LAP funds pay for a summer readiness program before kindergarten?

Yes. LAP funds could be used to offer a jump-start program during the weeks prior to the start of the school year for incoming kindergarteners already enrolled for the school year. The statute is clear that LAP is for students K–12, so the student must be enrolled in kindergarten to be eligible for LAP-funded programming, including a jump-start program.

E17. May LAP funds provide transportation associated with extended day services?

Yes. If solely for the purpose of transporting LAP-served students outside the regular school day, and if no other funding for transportation is available.

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E18. May LAP funds provide snacks for children in extended learning programs (e.g., afterschool, Saturday school, summer programs)?

Yes. As a last resort. Schools and districts should first pursue child nutrition services and other sources of funding available in the district.

E19. How can LAP funds be used for parent and family engagement (PFE)? May LAP funds be used to cover the cost of food or childcare or transportation?

Please review the Menus of Best Practice for [ELA](#), [Math](#), and [Behavior](#) for ideas for PFE activities. LAP funds may be used to cover the costs for food, childcare, or transportation to increase participation of families in the inclusion of educational services provided under LAP. This may include specific PFE activities included in the Menus of Best Practice.

E20. May a counselor be paid out of LAP funds?

Maybe. The district must provide documentation to demonstrate that the counselor provides additional LAP services to students who qualify, and charges only such counseling time to LAP. An example would be additional counselor duties to assist students with credit retrieval activities provided by LAP.

E21. May LAP funds be used to purchase instructional technology, such as tablets, to support LAP-funded schools?

Yes. LAP funds can be used to purchase instructional technology to provide additional support to LAP-served students.

F. Full-Day Kindergarten

F1. May LAP funds be used to provide full-day kindergarten classes?

No. If taking state basic education full-day kindergarten funds, then LAP is only for supplemental services. Now that the state provides fully-funded basic education full-day kindergarten classes, basic education needs to cover the cost. However, LAP funds can be used to assist full-day kindergarten students struggling with ELA or mathematics. As a reminder, program and reporting requirements are the same as for all LAP-served students, including:

- Use of the Menus of Best Practices for [ELA](#), [Math](#), or [Behavior](#).
- Tracking individual student growth using developmentally appropriate assessment(s).

Yes. If not taking state basic education FDK funds. This will no longer be an option after the 2016–17 school year. In this situation, students should be coded in CEDARS as receiving FDK, and flagged for “LAP Readiness.” The LAP service is considered “Extended Time,” and must be reported through the LAP student data reporting tool at the end of the year.

F2. Are LAP funds to provide supplemental services for full-day kindergarten students considered part of the first focus on K–4 literacy?

Yes. In reviewing the needs of all its K–4 struggling readers, a school or district may determine that an emphasis on kindergarten is the best strategy for prioritizing the use of LAP funds. As noted in F1 above, program and reporting requirements are the same as for all other LAP services.

Note: *Students should be coded for “LAP Readiness” in CEDARS. In the LAP student data reporting tool, please record an ELA/literacy assessment and associated growth for each student.*

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G. Graduation Assistance

G1. What is the definition of graduation assistance?

Graduation assistance includes grade 8 transition to high school support, and credit retrieval for 11th and 12th grade students to earn credit towards graduation for a class they did not previously pass.

G2. Are credit retrieval services limited to students in grades 11 and 12 for LAP?

Grades 11 and 12 are the only grades in which credit retrieval is allowed, see [RCW 28A.320.190](#).

G3. Are credit retrieval activities applicable to ALL CORE courses?

Yes. LAP-funded credit retrieval can be used in content areas other than just ELA and mathematics—any required, credit-bearing course.

G4. Are grade 8 transition to high school supports only available to students in grade 8?

Grade 8 transition programs begin in 8th grade and may continue in the summer and through 9th grade. In some cases, when 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), LAP funds may be used for school-wide transition programs.

H. Special Education

H1. Can a student receiving special education services also receive LAP services?

Yes. A student could receive special education services and LAP services. This occurs regularly. OSPI wants to emphasize that if a student has an area on their Individualized Education Program (IEP), then that child's core instruction and special education services must be covered by basic education and special education. However, that same student may be struggling academically in an area that is not part of their IEP, but is an area covered by LAP. In that case, the LAP funds can provide support. For example, a child has an IEP that emphasizes reading, but the child is struggling in mathematics. In this case, LAP could support the child's mathematics instruction, while core instruction and special education services assist with reading. However, those reading services should be identified in the IEP.

I. Readiness to Learn (RTL)—Five Percent of District's LAP Allocation

I1. Where does the RCW mention RTL in relation to LAP services?

See [RCW 28A.165.035\(2\)\(g\)](#), Program activities—Partnerships with local entities.

I2. What is the difference between “Readiness to Learn” identified in the “up to five percent allocation” and readiness associated with basic skills in ELA and mathematics?

Up to five percent of a district's LAP funds may be used for RTL. The school board must approve in an open meeting, any community-based organization or local agency before LAP funds may be expended. District 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 community supports 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 ELA or mathematics to participate in 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.

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Academic readiness refers to LAP activities that focus on skill development. The goal is to address any barriers preventing students identified as scoring below standard from accessing core instruction. As part of the academic readiness component, schools use LAP funds to support students with necessary preparation skills needed to engage in ELA or mathematics content. Readiness is applicable for all grades. However, LAP does pay particular attention to early grade classroom readiness skills. K–2 readiness includes early-literacy, early-numeracy, and classroom preparedness skills.

13. How can the five percent for RTL be used?

Up to five percent of a district’s LAP allocation may be used for development of partnerships with community-based organizations, educational service districts, and other local agencies to deliver academic and non-academic supports to participating students who are significantly at risk of not being successful in school to reduce barriers to learning, increase student engagement, and enhance students’ readiness to learn. The school board must approve in an open meeting, any community-based organization or local agency before LAP funds may be expended. If no external organization is involved and the district is operating their own RTL program (in-house), school board approval is not needed.

14. Is RTL limited to students struggling with ELA and mathematics?

No. Districts should have an identification and referral process for students they wish to serve with RTL programming, but these students are not required to meet the same eligibility criteria as LAP-identified and LAP-served students.

15. How are the up to five percent of LAP funds for RTL to be tracked and documented?

The amount of funds expended for authorized RTL (e.g., salaries, supplies, procurements, etc.) must be tracked and accounted for separately from the at least 95 percent LAP expenditures. Districts may use a separate sub account or other record keeping as documentation for the up to five percent expenditures. These expenditure records may be audited by the State Auditor’s Office (at his discretion). Such records will be examined by OSPI during the course of mandated sub-recipient monitoring of LAP.

16. Does there need to be separate budget codes set up for the five percent?

Yes.

17. How should LAP-funded RTL services be documented and then reported in CEDARS?

Any students participating in RTL services should be coded under file “1” in CEDARS using program code 39. If the RTL program is designed to provide services to parents, then the students of those parents should be coded in CEDARS. Academic growth reporting is not required for RTL programming.

18. Can LAP RTL funds be used to pay a PFE coordinator?

Districts may use RTL funds for PFE coordinators and parent involvement activities, and they may use those dollars for any student. However, the role of the coordinator needs to be attached to a plan that details PFE as an activity or strategy that qualifies as an “academic or non-academic support for students who are at risk of not being successful in school.” For example, how will the PFE activities reduce the likelihood of failure? What outcomes are expected? What measures will be used to evaluate success?

For questions regarding the LAP Q and A, please contact the Title I, Part A/LAP office at 360-725-6100. The agency TTY number is 360-664-3631.

Questions and Technical Assistance

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