

Learning Assistance Program Questions & Answers

A Guide for LAP

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A. Update for the 2017–18 school year:

LAP Base and LAP High Poverty School Allocation **(NEW)**

A1. How did LAP change for the 2017–18 School Year? **(New)**

The Legislature passed Engrossed House Bill 2242. Sections 402 through 405 changed LAP. Now there will be two LAP allocations:

- (1) A LAP Base Allocation (previously known as LAP).
- (2) A LAP High Poverty School Allocation (new).

The LAP Q&A has been updated 8.2.2017, to address the changes. Changes indicated with a red **New/Revised**.

A2. Is the LAP High Poverty School Allocation One-Time or Ongoing? Is it sustainable? **(New)**

This LAP High Poverty School Allocation is included in the definition of basic education and is part of the prototypical funding formula. It is intended to be ongoing funding, not a competitive grant. However, a school must meet eligibility annually. In the future, School Apportionment and Financial Services (SAFS) will publish eligibility by March 31, for next the school year (so March 31, 2018, for the 2018–19 school year). See B3 and B5.

For planning purposes, schools that experience variability in their poverty percentages, with frequent year-to-year changes above and below 50 percent, should plan accordingly when programming funds.

A3. Which school grade spans are included in the LAP High Poverty School Allocation? Is it just K–4? **(New)**

If a school in the K–12 system meets eligibility, it is included. It is **not limited** to K–4. See B3 for LAP High Poverty School eligibility.

A4. How will the law impact the K–4 ELA focus? **(New)**

The requirement for Local Educational Agencies (LEA) to focus LAP first on K–4 ELA is still in the law. However, OSPI is changing the LAP enrollment threshold for meeting the K–4 ELA focus. Please see F2 for more information.

A5. Will the Office of Superintendent of Public Instruction (OSPI) be revising its LAP Rules? **(New)**

OSPI will be updating its administrative code, or rules, for LAP to align with the changes made in Sections 402 through 405 of Engrossed House Bill 2242. This will include the K–4 focus threshold addressed in A3 and F2.

The rule changes go into effect for the 2017–18 school year, which is when the new LAP allocations start.

OSPI will file emergency rules to update to its LAP rules to align with the new law. Draft Emergency Rules will be posted at this [link](#) the first week of August 2017. Emergency Rules will be filed by September 1, 2017, so that they are in place for the 2017–18 school year. Regular rule adoption will be filed at a later date.

B. LAP Allocations Calculation Questions and LAP High Poverty School Eligibility Questions (NEW)

B1. How is the LAP Base Allocation calculated? Did the law change that? (New)

The law did not change the LAP Base Allocation. For each prototypical class size of 15 students (FTE), the formula is calculated based on an additional 2.3975 hours per week of instructional time. These additional hours per week are converted to staffing FTE, which are allocated as teachers. Salary and benefits are allocated to these programs based upon teacher FTE generated by this calculation.

The Formula is:

- 1) **LAP Enrollment:** LEA's Prior Year Annual Average Full-Time Equivalent (AAFTE) x LEA's Prior Percentage of Free and Reduced Price Lunch (FRPL) as reported in CEDARS for students enrolled October 1.
- 2) **LAP Base Certificated Instructional Staffing Units:** LAP Enrollment ÷ class size of 15 x 2.3975 hours per week x 36 hours per week.
- 3) **LAP Base Allocation Generated:** the LAP Base's CIS units x LEA's CIS salary and benefits x staff mix for the 2017–18 school year.

B2. How is the LAP High Poverty School Allocation calculated? (New)

The law now provides for a LAP High Poverty School Allocation. For each prototypical class size of 15 students (FTE), the formula is calculated based on an additional 1.1 hours per week of instructional time. These additional hours per week are converted to staffing FTE, which are allocated as teachers. Salary and benefits are allocated to these programs based upon teacher FTE generated by this calculation.

The Formula is:

- 1) **High Poverty School's Prior Year Enrollment:** Eligible School's Prior Year Annual Average Full-Time Equivalent (AAFTE) as reported on the P223 for the 2016–17.
- 2) **LAP High Poverty School's Certificated Instructional Staffing (CIS) Units:** Enrollment ÷ class size of 15 x 1.1 hours per week x 36 hours per week.
- 3) **LAP High Poverty School Allocation generated:** the LAP High Poverty School's Generated CIS units x LEA's CIS salary and benefits x staff mix for the 2017–18 school year.

B3. How is a school eligible to receive a LAP High Poverty School Allocation? When will the eligibility list be annually updated? (New)

A school is eligible for the LAP High Poverty School Allocation if it:

- (1) Has a valid CEDARS code.
- (2) Had at least 50 percent or more of its students eligible for FRPL based on the students enrolled on in the prior school year (so October 1, 2016, for the 2017–18 school year).
- (3) Is funded through the prototypical schools formula and reported school based FTE in the P223 for the prior school year (so reported 2016–17 FTE at the school level on the P223).
- (4) Open Door Programs are also included.

Schools not funded through the prototypical schools formula are excluded.

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B4. Which schools from my LEA are eligible to receive a LAP High Poverty School Allocation? How do I determine my LAP Base Allocation and my LAP High Poverty School Allocation? (New)

OSPI created a LAP Calculator for the 2017–18 school year to assist **LEAs** in determining their LAP allocations. You can access it [here](#). The calculator is for LAP Directors and Business Managers. It provides information needed for the F-203 and iGrants form package (FP) 218. It determines an LEA's LAP Base Allocation and High Poverty School Allocation under LAP for the 2017–18 school year.

B5. How does OSPI determine the FRPL for eligible schools? (New)

FRPL percentage data is the prior year's October 1 FRPL percentage using the total headcount (K–12) of the school and the FRPL headcount (K–12).

For the 2017–18 school year eligibility, the data comes from OSPI's student information pull of CEDARS as of July 6, 2017. Preschool students at the elementary school are excluded.

For 2018–19 and beyond, School Apportionment and Financial Services will annually publish eligibility by March 31, for the following school year. Preliminary data will be shared in mid-January in time for districts to review and challenge or correct.

B6. What does my LEA need to do for the F-203 for the LAP Allocations (New)

The information will be collected on the *F-203 Estimated Revenues Page* and the *F-203 Other Staff Factors Page*. It will be displayed on the *F-203 1191 SN: Special Need Programs Report for LAP*.

There are three pieces of data the LEA will need.

- 1) AAFTE for the 2016–17 school year.
This will be entered on the *F-203 Estimated Revenues Page Item Code C1*.
It will be displayed on *F-203 1191 SN line I.A*.
- 2) Projected CIS Staff Mix for the 2017–18 school year. This will be used for line I.E.
This will be entered on the *F-203 Other Staff Factors Item Code A33*.
It will be displayed on *F-203 1191 SN line I.E*.
- 3) A sum of the 2016–17 AAFTE from the High Poverty Schools that the LEA wants to claim for the LAP High Poverty School Allocation. Only include the FTE from the eligible schools that will be receiving a LAP High Poverty School Allocation.
This will be entered on the *F-203 Estimated Revenues Page Item Code Z076*.
It will be displayed on *F-203 1191 SN line I.C*.

For more on receiving the LAP High Poverty School Allocation, see B7, B8, B9, and B10.

B7. Does my LEA have to claim the LAP Base Allocation and/or the LAP High Poverty School Allocation? (New)

An LEA does not have to accept LAP funds. Due the apportionment system set-up, an LEA must accept the LAP Base Allocation to accept the LAP High Poverty School Allocation.

An LEA can opt out of the LAP High Poverty School Allocation.

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B8. Does my LEA have to claim the allocation for all eligible high poverty schools? One of our schools will only generate \$1,000 and the data reporting will exceed the cost of services. (New)

An LEA can opt out from receiving the LAP High Poverty School Allocation for any of its eligible schools.

On the F-203: Only include eligible schools receiving the High Poverty schools FTE on line I.C. If an eligible school is being excluded, exclude the FTE from the *F-203 Estimated Revenues Page Item Code Z076*. (Displayed on *F-203 1191 SN line I.C.*)

On iGrants FP 218: Clearly mark if the school is accepting the allocation or not. If it does not want to receive the allocation, mark NO when filing out the schools table on Page 2 of iGrants FP 218.

B9. If my LEA does not claim one part of the LAP High Poverty School Allocation(s) because one school opts out, does my LEA get to use it for a different purpose? (New)

No. LAP High Poverty School Allocations not allocated to the LEA are deposited in the state general fund and may not be reallocated to increase school year funding allocations for LEAs at other schools.

B10. What does my LEA need to do when completing the iGrants FP 218? (New)

Your LEA will need to complete the iGrants FP 218 to receive LAP Base Allocation and the LAP High Poverty Schools Allocation. OSPI will provide this information to SAFS for their calculation of 2017–18 apportionment.

On Page 2 of the iGrants FP 218, the LEA will identify the High Poverty Schools that will be receiving the LAP High Poverty School Allocation for the 2017–18 school year. OSPI will pull a final list of schools from FP 218. SAFS will then use that list to pull actual final 2016–17 enrollment numbers for those schools from the P223 and calculate the LEA’s annual LAP High Poverty School Allocation for 2017–18. This occurs in January 2018, when apportionment for all LEAs switches from budgeted (as reported on the F-203) to actual.

B11. Two of the LAP High Poverty Schools on the eligibility list merged for the 2017–18 school year. How will their LAP High Poverty School Allocation be generated? (New)

Report the two schools combined enrollment from the 2016–17 school year when completing the *F-203 Estimated Revenues Page Item Code Z076*. SAFS will include the combined enrollment when calculating apportionment. Note the issue in for that school in the “OTHER” comment on the Schools Table on page 2 of FP 218.

B12. One of the High Poverty Schools on the eligibility list merged with a school that was not on the list for the 2017–18 school year. How will their LAP High Poverty School Allocation be generated? (New)

The two schools will have a recalculated combined poverty percent using the October 1, 2016, data. If the combined poverty percentage, using the total headcount and the total eligible for FRPL, is at or above 50 percent, the school is eligible for the LAP High Poverty School Allocation. Report the two schools combined enrollment completing the *F-203 Estimated Revenues Page Item Code Z076*. SAFS will include the combined enrollment when calculating apportionment. Note the issue in for that school in the “OTHER” comment on the Schools Table on page 2 of FP 218.

B13. One of the High Poverty schools on the eligibility list closed and is not open for the 2017–18 school year. Can my LEA still accept the funding? (New)

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Treat the school as if it had merged with the school receiving the students. Refer to B11 or B12 to determine if the receiving school meets eligibility.

B13. Our LEA is a new charter or tribal compact school, opening for the 2017–18 school year. Our poverty is the FRPL rate of the school district we are physically located. Are we eligible for the allocation? (New)

OSPI policy is to make schools wait a year for enhancements tied to a school's poverty level. For example, when full-day kindergarten was being phased in a new school would not be eligible in its first year unless it was being fed from a school or schools that were known also eligible. In the case of a new charter school, it will wait a year. In the case of a new Tribal Compact School, if specific student FRPL data is known, contact Gayle Pauley and T.J. Kelly, to request eligibility.

C. High Poverty Schools Fiscal Questions (NEW)

C1. Where must the LAP High Poverty School Allocation(s) go? (New)

The law is clear: the allocation(s) must go to the school(s) that generated them. [Engrossed House Bill 2242](#) Section 402(10)(a)(ii) states: "school districts must distribute the high poverty-based allocation to the schools that generated the funding allocation." Further Section 403 says, "A district's high poverty-based allocation is generated by its qualifying school buildings and must be expended by the district for those buildings. This funding must supplement and not supplant the district's expenditures under this chapter for those school buildings." Further, the Legislative Agency Detail note provides additional intent. It states "The High Poverty-Based Learning Assistance Program funding allocations must be distributed to the school building that generates the funding and may not supplant the broader Learning Assistance Program funding."

C2. Do the LAP High Poverty School Allocation(s) have to go directly to the High Poverty Schools or can they be pooled across High Poverty Schools? (New)

The LAP High Poverty School Allocation needs to go to the school that generated the allocation for LAP services for students who attend that school. See C1. An exception can be made for summer programming that may be held for multiple schools if the economies of scale mean that one school is hosting the summer programming for multiple schools. In that case, the LEA needs to charge back the cost of the program to the school based on proportional enrollment of the summer program.

C3. How will the LEA demonstrate that the LAP High Poverty School Allocation has gone to a High Poverty School? (New)

LEAs must track LAP High Poverty School Allocations and expenditures for schools that receive a separate LAP High Poverty School Allocation. Do this by:

- I. Using applicable program and location accounting codes.
- II. Ensuring the amount allocated is equal to the separate LAP High Poverty School Allocation as determined by funding formula.

OSPI will review this during Consolidated Program Review (CPR).

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C4. Our LEA has schools that will be receiving the new LAP High Poverty School Allocation. They never previously were a LAP school. Do they have to receive LAP Base Allocation in the school (New)

No. It is not required to have LAP Base Allocation in the school to be able to receive the LAP High Poverty School Allocation. However, the LEA cannot supplant LAP Base Allocation in the school with the LAP High Poverty School Allocation. See C5 through C7 for more.

C5. What is the LAP High Poverty School's Supplement not Supplant provision? (New)

Engrossed House Bill 2242 Section 403 states "This funding must supplement and not supplant the district's expenditures under this chapter [LAP] for those school buildings." Further, the Legislative Agency Detail note provides additional intent. It states "The High Poverty-Based Learning Assistance Program funding allocations must be distributed to the school building that generates the funding and may not supplant the broader Learning Assistance Program funding."

The guiding principle is that the LAP Base Allocations are distributed to schools based on a clear educational purpose and the LAP High Poverty School Allocation provide additional funds to the school. A LAP High Poverty School Allocation should not replace a LAP Base Allocation. The LAP High Poverty School Allocation is intended to be additional. See C7 for examples of if supplanting is or is not occurring.

C6. Are the tests for supplanting identical to Title I, Part A? Are there tests? (New)

No. The rules and tests for supplanting under Title I, Part A under No Child Left Behind or the Every Student Succeeds Act are different than the LAP supplanting tests.

The state Legislature wrote a specific supplement not supplant provision that only applies to the LEA's expenditures for LAP Base Allocation and High Poverty School Allocation. Unlike Title I, Part A supplanting, the LAP supplement not supplant provision does not consider services funded with general apportionment or federal programs.

C7. Please provides some examples of LAP Supplement not Supplant. (New)

The LEA needs to ensure that the High Poverty School Allocation is an additional amount for the school. It cannot be instead of a LAP Base Allocation. OSPI is not requiring that the LAP Base amount stay static in school year after year. It also recognizes that some schools receiving the LAP High Poverty School Allocation have not previously received LAP funds.

Table 1 on the next page provides four examples. These examples take into account that not all schools in an LEA previously received a LAP Base Allocation and that an LEA may need to reprogram its LAP Base Allocation.

Example 1: Apple Elementary School is an example of the LEA adding more the LAP High Poverty School Allocation on top of the LAP Base Allocation.

Example 2: Banana School is an example of the LEA explicit supplanting. The LEA has removed the LAP Base Allocation from the Banana School because it is receiving a LAP High Poverty School Allocation. It is not receiving any additional funds. This is not allowed.

Example 3: Cherry Middle School is new to LAP for the 2017-18 school year. The LEA previously dedicated LAP to elementary schools and is going to continue to prioritize LAP in elementary schools. Now Cherry Middle School

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will receive the LAP High Poverty School Allocation. This is not supplanting because there is a clear educational reason for the way LAP Base is distributed.

Example 4: Date High School is more complicated. The LEA reduced the LAP Base Allocation to the school because the LEA experienced a LAP reduction. It opted to prioritize K-4 services and reduced allocations to all other programs by 25%. This is an example where the LEA has a clear educational purpose for how it distributes its LAP Base Allocation and can justify the change.

Table 1: Supplement not Supplant Examples with the LAP High Poverty School Allocation

(A) Example School	(B) 2016-17 LAP Base Allocation	(C) 2017-18 LAP Base Allocation	(D) 2017-18 High Poverty Schools Allocation	(E) 2017-18 Combined LAP at the School Column (C) + Column (D)	(F) 2017-18 Net NEW LAP at the School Column (E) - Column (B)	(G) Is the LEA using the LAP High Poverty School Allocation to Supplant the LAP Base Allocation?
Example 1: Apple Elementary School	\$100,000	\$100,000	\$100,000	\$200,000	\$100,000	No. The LAP High Poverty School Allocation is in addition to the LAP Base Allocation.
Example 2: Banana Elementary School	\$100,000	\$0	\$100,000	\$100,000	\$0	Yes. The LAP High Poverty School Allocation replaced LAP Base Allocation. This is not allowed.
Example 3: Cherry Middle School	\$0	\$0	\$100,000	\$100,000	\$100,000	No. The LAP High Poverty Allocation is in addition to. In this case the LAP Base amount was zero before and continues to be zero for educational reasons because the LEA put LAP Base Allocation only in elementary schools.
Example 4: Date High School	\$100,000	\$75,000	\$100,000	\$175,000	\$75,000	No. The LAP High Poverty School Allocation is in addition to. In this case, the LAP base amount was reduced because the LEA had a decline in its LAP Base Allocation. It prioritized K-4 over all other programs. It had an educational reason for reducing the LAP Base Allocation.

C8. What indirect administrative rate applies? (New)

The federal restrictive indirect rate for the school year applies. School Apportionment and Financial Services provides approved [school district indirect cost rates](#).

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C9. The administrative costs to track the separate LAP High Poverty School Allocation and complete the necessary data reporting exceed my LEA indirect rate. How will the LEA pay for this? (New)

If the restricted indirect rate does not cover the costs of administration, the LEA can charge its LAP Base Allocation.

C10. How long does a school have to spend the LAP High Poverty School Allocation? How much carryover is allowed? (New)

The LAP High Poverty School Allocation is provided on a school year calendar, just like the LAP Base Allocation. For the 2017–18 school year, the period of funds is from September 1, 2017, to August 31, 2018. A school may retain 10 percent in carryover, per [WAC 392-162-112](#), as long as the LAP High Poverty School Allocation is used for students at the school that generated it. 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 LEA the following year.

SAFS will issue further guidance on how this will be done for the LAP High Poverty School Allocation. It will likely be calculated for LAP funds in total. Keep careful records and plan to report recovery information at the rolled up level. However, school level detail may be reviewed during CPR starting in the 2018–19 school year.

C11. Does the LAP High Poverty School Allocation have to be spent at that physical location? (New)

No. The LAP services, as long as they are consistent with the Menu of Best Practice for [ELA](#), [Math](#), and [Behavior](#), may be provided at an off-site location (for example, mentoring, summer programming if two schools are located at one school, targeted professional learning). However, the services must benefit LAP students (or teachers/paraeducators/staff if targeted professional learning) assigned to the school.

C12. Title I, Part A and LAP High Poverty School Allocation: If the LEA has any type of LAP funds in a school, can the LEA skip that school for Title I, Part A Ranking and Allocation Purposes? (New)

No. The LAP Base Allocation and/or LAP High Poverty School Allocation cannot be a reason a school “skips” for Title I, Part A Ranking and Allocation. This is a change. Previously, OSPI allowed a LEA to “skip” a school during Ranking and Allocation if there was LAP funds in the school. This will no longer be allowed due to the passage of [Engrossed House Bill 2242](#). This is for two reasons.

- (1) The expressed intent of the Legislature is that the LAP High Poverty School Allocation provide additional funds to the school. LAP has specific requirement that the LAP High Poverty School Allocation goes to the school that generated the allocation. It also has a LAP Base Allocation supplanting provision. Allowing the LEA to “skip” it for Title I, Part A undermines the intent to provide additional funding to the school.
- (2) ESSA has a new supplement not supplant provision for Title I, Part A. It states, “a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.” Given that the LAP High Poverty School Allocation must go the school that generated the allocation, allowing a school then be “skipped” for Title I, Part A Ranking and Allocations purposes would be in conflict with this new provision of ESSA.

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C13. Title I, Part A and LAP High Poverty School Allocation: The eligible High Poverty Schools list for my LEA includes schools that our LEA has considered to be a “program” and excluded from Title I, Part A ranking and allocation. Can that continue? (New)

The LEA must be consistent. OSPI will allow the LEA to “skip” a school in the Ranking and Allocation process if it is actually a “program” and not a brick and mortar school. However, if the LEA accepts the LAP High Poverty School Allocation for a “program” school, it cannot treat that school as a “program” when doing ranking and allocation for Title I, Part A.

C14. Title I, Part A and LAP High Poverty School Allocation—May LAP High Poverty School Allocations be combined with Title I, Part A funds in a schoolwide program? (New)

Yes. Please review I4 for more information on combining LAP allocations into a Title I, Part A schoolwide.

C15. Title I, Part A and LAP High Poverty Schools Allocation: May LAP High Poverty School Allocations be considered a single cost objective for reporting purposes? (New)

The same rules apply to LAP Base Allocations and LAP High Poverty School Allocations. The answer depends on the types of activities. Please review I3 carefully for your specific circumstance.

C16. Title I, Part A and LAP High Poverty School Allocation: Will employees funded by LAP be required to complete time and effort reports? (New)

The same rules apply to LAP Base Allocations and LAP High Poverty School Allocations. The answer depends on the types of activities. Please review I5 carefully for your specific circumstance.

C17. Title I, Part A and LAP High Poverty School Allocation: are the LAP High Poverty School funds required to provide equitable services to private schools? (New)

No. That provision only applies to Title I, Part A. It does not extended to LAP.

C18. Title I, Part A and LAP High Poverty School Allocation: How will the LAP High Poverty School Allocation impact Title I, Part A Comparability Requirements? (New)

LEAs must show comparability of services (state and local resources) in Title I schools to the services provided in non-Title I schools. Consistent with OSPI’s current practices, State funded LAP, state-funded special education and state-funded LEP/bilingual educational staff **may** be excluded.

D. LAP High Poverty Schools Program Questions (NEW)

D1. What recommendations does OSPI have for spending this new High Poverty School Allocation? (New)

Please review the Menus of Best Practice for [ELA](#), [Math](#), and [Behavior](#) for ideas, including providing or expanding:

- Extended Learning Time (before/after school, Saturdays, summer)
- Tutoring (during the school day)
- Transition Services into Kindergarten
- Transition Services High School and Graduation Services
- 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/Coaches

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- Mentoring/Community Partnerships
- Family Engagement

D2. Can the LAP High Poverty School Allocation be used for extended learning time? (New)

Yes. OSPI strongly encourages LEAs to consider summer learning or extended learning time opportunities for students who have not yet met grade-level standards in ELA, math, or 8th graders needing high school transition, or 11th and 12th grade graduation assistance. This new LAP High Poverty School Allocation provides the opportunity for an additional 39 hours of instruction for students at schools where at least 50 percent of the students are eligible for FRPL. Though extended year is not mandated, given the late breaking news of this LAP High Poverty School Allocation and the time it takes to build a quality program, we encourage schools consider summer learning opportunities. See I12 to I18 for more Q&A on LAP and extended learning time.

D3. Can the LAP High Poverty School Allocation be used for early learning or kindergarten transition? (New)

It depends. Review Section J: Early Learning, Kindergarten Transition, and Kindergarten. Washington state statute starts LAP eligibility at kindergarten. Preschool/early learning services cannot be provided. LAP funds may support transition to kindergarten through a number of different strategies provided in the Menu of Best Practices and Strategies.

Consider using Title I, Part A funds for early learning activities at the school/LEA in situations where LAP cannot be used because of the age of the child. More is available in OSPI's guide [Funding Early Learning Activities in Washington State with Title I, Part A Birth – Age 5](#).

D4. Can the LAP High Poverty School Allocation be used for behavior supports? (New)

Yes. Another option is behavior supports and services. The LAP High Poverty School Allocation can be used for any of the activities in the Menu of Best Practice for [Behavior](#) for students not yet met grade-level standards (or at risk of) for Math or ELA or are in need of graduation services for 11th and 12th grade. Behavior data reporting requirements do apply. See Sections G and H and the Menu of Best Practice for [Behavior](#).

D5. Is additional professional learning on behavior practices like PBIS or trauma informed care allowable with the LAP High Poverty School Allocation? (New)

Yes, if the professional learning is designed around identifying and supporting students who need behavior supports who have not yet met grade-level standards (or at risk of) in ELA or Math, or in need of graduation services for the 11th and 12th grade.

D6. Is hiring additional staff to provide behavior interventions allowable with the LAP High Poverty Schools Allocation? (New)

Yes, if the additional staff is designed around identifying and supporting students who need behavior supports who have not yet met grade-level standards (or at risk of) in ELA or Math in ELA or Math, or are in need of graduation services for the 11th and 12th grade. Behavior data reporting requirements do apply. See Sections G and H and the Menu of Best for [Behavior](#)

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D7. May the LAP High Poverty School Allocation be used to meet the requirement that LAP funding focus first on K–4 Literacy? MUST the LAP High Poverty School Allocation be used to meet the requirement that LAP funding focus first on K–4 Literacy? (New)

The LEA may use the LAP High Poverty School Allocation on K–4 literacy, but it is not required. For more on meeting the threshold, see F2.

D8. Who decides how the LAP High Poverty School Allocation will be spent? The LEA or the school principal? (New)

That is a decision left to for LEA to determine based on their policies and procedures. OSPI emphasizes that the expenditures must align with the LAP law (RCW 28A.165), WACs (392-162), and the Menu of Best Practice for [ELA](#), [Math](#), and [Behavior](#).

D9. Who is eligible for LAP services funded with the LAP High Poverty School Allocation? (New)

LAP eligibility is determined by the LEA using multiple measures of performance. The eligibility criteria for LAP services does not change with the new LAP High Poverty School Allocation. The new LAP High Poverty School Allocation allows for the expansion of number of students served and/or the intensity/duration of the services. For more on LAP student eligibility, refer to E2.

D10. How will the LEA code students served by the LAP High Poverty School Allocation? Is student growth required? (New)

The LEA will have to follow the established protocol for data reporting and student growth. OSPI recommends planning to train the appropriate school staff on reporting requirements. Please refer to [the CEDARS manual](#) and the [LAP student data webpage](#) for additional information on LAP student data reporting.

D11. Will students served by the LAP High Poverty School Allocation have a different CEDARS code? (New)

No. LAP will only have one set of CEDARS codes. The coding will not differentiate between LAP Base and LAP High Poverty Schools.

D12. Are the same LAP activities allowed for LAP Base and LAP High Poverty Schools, or are the activities different? (New)

The activities are the same and should align with the LAP law (RCW 28A.165), WACs (392-162), and the Menu of Best Practice for [ELA](#), [Math](#), and [Behavior](#). The only exception is Readiness to Learn (RTL), which only applies to the LAP Base Allocation. Refer to D13 for an explanation on RTL and LAP High Poverty Schools.

D13. Does the 5 percent set-aside for RTL apply only to the LAP Base Allocation or does it extend to the LAP High Poverty School Allocation? (New)

RTL only applies to the LAP Base Allocation. RCW 28A.165.035(2)(g) is “five percent of a district's learning assistance program allocation.” RCW 28A.165.055 and RCW 28A.150.260 (10)(a) establish two different allocations—a LAP Base Allocation and a LAP High Poverty School allocation. As such, 28A.165.035(2)(g) is limited to just the LAP Base Allocation for RTL.

D14. Our alternative high school wants to use its LAP High Poverty School’s funding for a graduation coach. Is this allowable? How are those students coded? (New)

Yes, graduation coaches are an allowable use of LAP funds under Menu of Best Practice for [ELA](#), [Math](#), and [Behavior](#), under Transition Services/Graduation Assistance. For LAP Data Reporting, students in Graduation

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Assistance are reported based on the number of students and the type of service received. Below is a snapshot of how Graduation Assistance is reported on the LAP end-of-year report. For more information on graduation assistance, please refer to the Menus of Best Practice for [ELA](#), [Math](#), and [Behavior](#), transition services sections, and to section G Graduation Assistance of this document.

[CEDARS User Guide for LAP Staff \(Graduation Assistance\)](#)

The count you provide in the fields below must add up to at least the number of students enrolled in graduation assistance: **80**

Credit retrieval (online)	34
Credit retrieval (person)	10
Content instruction to pass state assessment	10
Content instruction to complete Collection of Evidence	5
Enrollment in an alternative school or skill center (partial day)	0
Enrollment in an alternative school or skill center (Full day)	0
Content instruction to pass required course	18
ELA improvement specialist	0
EL support	4
Extended enrollment (i.e., enrolled in a 5th, 6th, or 7th year)	0
Transition services from 8th to 9th grade	0

D15. What types of professional learning can be paid for with the LAP High Poverty School Allocation? (New)

Professional learning paid for with the LAP High Poverty School Allocation must be targeted to professionals who serve LAP students. It is not limited to professionals paid with LAP dollars. However, the targeted professional development must be directed at strategies to support students who have not yet met standard in ELA or math. See D4 for behavior and professional learning.

Targeted professional learning refers to an evidence-based practice that focuses on improving teaching practices in a particular content area and/or a particular grade level in order to meet student needs. Targeted professional learning should be explicitly aligned to student learning goals, student achievement, and school improvement. The focus of targeted professional learning, when funded by LAP, could include behavioral strategies, pedagogies, and skills that will specifically support students who have not yet met meet grade-level standards.

The focus of targeted professional learning, when funded by LAP, should support students who have not yet met grade-level standards in ELA and/or math; however, when using LAP funds for professional learning that may be beneficial for all students, the objective should be to target the needs of students served by LAP. If the intent is to support LAP students, other forms of targeted professional learning that may benefit all students can be used. For example, at an Elementary School receiving the LAP High Poverty School Allocation, LAP could support targeted professional learning for kindergarten educators, early learning providers, and caregivers of students in family engagement practices.

D16. For technology, what is allowable with the LAP High Poverty School Allocation? (New)

Technology can be purchased with the LAP High Poverty School Allocation if it is to provide support to LAP students. For example, it can be an additional instructional support for a LAP student. Or it could be the software or platform needed for online credit retrieval courses. This is the same as LAP Base Allocation.

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D17. If High Poverty Schools opt to use the funding for online math or reading support, how do we report this on the LAP end-of-year report? (New)

It depends on the grade level and services provided to the student. For example, if online credit retrieval is offered, this service is reported under graduation assistance. If online tutoring is offered, this service is reported at the student level under extended learning time or tutoring.

D18. How can LAP High Poverty School Allocation be used for parent and family engagement (PFE)? May LAP funds be used to cover the cost of food, childcare, or transportation?

Yes. See question I19.

E. LAP in General

E1. What is LAP?

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

LEAs must, when participating in LAP:

1. Implement a learning assistance program that first addresses the needs of students in grades K–4 who are not yet at grade-level 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 (Menus 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.

LEAs may also provide extended learning opportunities to assist students scoring below grade level standard in ELA and/or mathematics. LEAs may also provide graduation assistance for students, which includes (1) support for grade 8 students transitioning into high school through grade 9, and (2) students in grades 11 and 12 who are at risk of not meeting state and local graduation requirements (e.g., credit retrieval). Refer to Graduation Assistance Section K for more information on grades 11 and 12.

E2. 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 LEA and who is identified by the LEA to receive services.”

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

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of behavior services is measured by academic growth in ELA or mathematics. The assumption is that the behavior services should positively influence student academic outcomes.

RTL programs are designed to serve students significantly at risk of not being successful in school. Each LEA determines the eligibility criteria for participation in RTL programs. Students do not need to have been identified as scoring below grade-level standard in ELA or mathematics to participate in RTL programs.

High school students who have failed required coursework to meet state and local graduation requirements do not require multiple measures to receive graduation assistance support in LAP for grades 11 and 12.

E3. 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.

F. First Focus K–4 ELA (REVISED)

F1. 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.”

F2. How is a LEA expected to meet the K–4 ELA focus? How is this possible with the LAP High Poverty Schools Allocation expanding the students and schools served by the program? (REVISED)

OSPI will revise the [LAP rules](#) to address this now that the LAP High Poverty Schools Allocation will increase the number of middle and high school participating in the LAP program.

For the 2017–18 school year, approximately 50 percent of the total number of students served by LAP in **grades K–4** need to be enrolled in **grades K–4 ELA or K–2 Readiness**. Each LEA must determine the intervention services it will offer to support students who have not yet met K–4 ELA grade-level standards.

F3. If families do not want their children to participate in K–4 LAP ELA services, what procedures should the LEA/school follow?

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

F4. 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](#).

G. Behavior

G1. How can a LEA use LAP funds to provide behavior services?

LEAs may serve students who have not yet met grade-level standards in ELA or mathematics with behavior services. These services are available for students when the LEA believes addressing behavioral needs would improve students’ academic performance.

Prior to receiving LAP behavior services, students must have been identified, using multiple measures, as scoring below standard for their grade level in either ELA or mathematics. While additional indicators must be used to

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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 LEA may also use their five percent LAP Base Allocation 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 LEA 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 LEA 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.

G2. Do students identified for LAP behavioral services also have to be below standard academically in ELA and/or mathematics to be served by LAP? (REVISED)

It depends. Students must have not yet met grade-level standards (or at risk of) for Math or ELA or are in need of graduation services for 11th and 12th grade.

G3. What are some allowable activities for the use of LAP funds to address behavior?

Please see the [Behavior Menu of Best Practices and Strategies](#). LEAs will 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.

H. Accountability and Reporting

H1. Are individual LAP Student Learning Plans required?

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

H2. How will LAP be monitored by OSPI?

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

H3. How will LEAs report LAP program data to OSPI?

The required data for CEDARS File (I) (program enrollment) and CEDARS File (Q) (academic growth data) will be collected through the LEA's Student Information System (SIS). The remaining school and LEA level data is reported through the LAP application, which will be accessible through the Education Data System ([EDS](#)).

H4. What information will be collected through the LAP student data reporting tool in EDS?

The LAP student data-reporting tool has three primary sections:

- A. Student Data
 - a. Student List (validate File Q data)
 - b. Academic Growth and Progress Monitoring
 - c. Graduation Assistance
- B. LAP Services (schools and LEAs enter information in EDS)
 - a. Professional Learning

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- b. Family Engagement
- c. Readiness to Learn
- C. Funding Distribution (LEAs enter information in EDS)
 - a. LAP Expenditures
 - b. Title I, Part A (only if the LEA uses schoolwide funds in place of LAP)

H5. Does graduation assistance (grade 8 transitions to high school and credit retrieval for grades 11 and 12) require submission of growth data? (New)

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.

Below is a snapshot of how Graduation Assistance is reported on the LAP end-of-year report. For more information on graduation assistance, please refer to the Menus of Best Practice for [ELA](#), [Math](#), and [Behavior](#), transition services sections, and to section G Graduation Assistance of this document.

[CEDARS User Guide for LAP Staff \(Graduation Assistance\)](#)

The count you provide in the fields below must add up to at least the number of students enrolled in graduation assistance: **80**

Credit retrieval (online)	<input type="text" value="34"/>
Credit retrieval (person)	<input type="text" value="10"/>
Content instruction to pass state assessment	<input type="text" value="10"/>
Content instruction to complete Collection of Evidence	<input type="text" value="5"/>
Enrollment in an alternative school or skill center (partial day)	<input type="text" value="0"/>
Enrollment in an alternative school or skill center (Full day)	<input type="text" value="0"/>
Content instruction to pass required course	<input type="text" value="18"/>
ELA improvement specialist	<input type="text" value="0"/>
EL support	<input type="text" value="4"/>
Extended enrollment (i.e., enrolled in a 5th, 6th, or 7th year)	<input type="text" value="0"/>
Transition services from 8th to 9th grade	<input type="text" value="0"/>

H6. Where can I find technical assistance on determining months of growth?

A document on [LAP Guidance/User Guide 2016–17](#) was created and placed on the LAP section of the OSPI website. The LAP data website also includes conversions to calculate months of growth.

H7. What assessments for measuring months of growth should LEAs use?

OSPI does not require particular assessments for LEA use. LEAs 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.

LEAs 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. LEAs 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.

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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/User Guide 2016–17](#) document also contains additional helpful resources on this topic.

H8. If a LEA does not currently have assessments that are used consistently to measure academic yearly growth, can LAP funds be used to purchase these?

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 support LAP interventions, progress monitoring, diagnostic assessments, or to measure academic growth resulting from program interventions.

H9. 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 LEA level by the District Security Manager. When the user contacts 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 Data Reporting](#) website.

H10. 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.

i. Fiscal (REVISED)

I1. May a portion of LAP Allocations be carried over to the next fiscal year?

Yes. A LEA may carry forward up to ten percent from one year to the next for both the LAP Base Allocation and LAP High Poverty School Allocations. 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 LEAs the following year. See C10 for carryover regarding LAP High Poverty School Allocations.

I2. Are indirect costs applied to LAP?

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

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

(REVISED)

Yes and no. *Please read the following carefully for situations that apply to your LEA's needs.*

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

It depends. The rest of this answer pertains to LEA 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 LEAs 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*
- *Readiness to Learn*
- *Community Based Partnerships*

Yes. OSPI is allowing LEAs 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. 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.*

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

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

Even though school LEAs must first use their LAP funds to focus first on K–4 ELA (see F2), the activities meet the same intent and purposes as Title I, Part A (see I5). 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 I5.

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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 meet LAP eligibility. See E2 for eligibility.

15. Will employees funded by LAP be required to complete monthly time and effort reports? (REVISED)

Yes and no. Please read the following carefully.

No. The employee is paid 100 percent out of LAP funds. (Please refer to the **Note** below.)

No. The 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. Semi-annual certification still required.

Yes. The 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. The 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 programs. However, OSPI encourages all LEAs to document any staff that are paid for out of funds that have been combined inside the schoolwide circle. See question 13 for more information on single cost objectives for LAP and Title I, Part A.

16. The LEA 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 LEAs 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 program school.

Yes. If a schoolwide program school. 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, LEAs are allowed to meet the LAP requirements by using Title I, Part A funds in a schoolwide program schools to support students in K–4 who have not yet met grade-level standards in ELA, and then the freed up LAP funds can be used 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.”

LEAs 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.

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17. If the LEA uses Title I, Part A schoolwide funds, does it have to be “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 place of” LAP to meet the K–4 ELA focus. Many LEAs will be able to meet the K–4 ELA focus requirements (see F2) 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 LEA. More reporting is required if a LEA indicates funding is “in place of.”

18. An elementary school with 75 percent or more of its students participating in a FRPL program must be provided Title I, Part A funds. LAP now requires that LAP focus first on supporting struggling readers in grades K–4. How does the LEA meet both state and federal program requirements?

Most LEAs with a school that has 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 school. LEAs with schools 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 LEA has discretion to place LAP Base Allocations in different schools as well as the ability to use Title I, Part A funds in place of LAP to meet the K–4 focus.

19. When LAP 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 students who have not yet met grade-level standards 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.

110. May a LEA 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.

112. May a LEA provide extended learning opportunities to students who have not yet met grade-level standards (e.g., summer programs, Saturday programs, after school opportunities) with LAP at one school and Title I, Part A at another?

Yes. This is possible for two different reasons:

- 1. Same cost objective.** First, if the LEA has both schools serving the same intent and purpose, then as noted in D5, they can share the same cost objective.
- 2. Both programs serve students not yet at grade-level.** The LEA may also use LAP funds to provide an extended learning program at one school and Title I, Part A at another, as long as both are serving students who have not yet met grade-level standards. As ED noted in a Dear Colleague Letter on Extended Learning Opportunities (February 26, 2016), “an LEA that wants to provide ELT [extended

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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 CFR § 200.79.”

I13. 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. Refer to E2 for LAP services criteria.

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.

I14. 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 LEA offered program. LEAs 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.

I15. The LEA served a group of students in LAP during the school year. May the LEA 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 LEA’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 not meeting standards or at risk of not meeting standards, then the students may be served.

I16. 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.

I17. May LAP funds provide transportation associated with extended day services?

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

I18. 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 LEAs should first pursue child nutrition services and other sources of funding available in the LEA.

I19. How can LAP funds be used for family engagement (FE)? May LAP funds be used to cover the cost of food, childcare, or transportation?

Please review the Menus of Best Practice for [ELA](#), [Math](#), and [Behavior](#) for ideas for FE 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 FE activities included in the Menus of Best Practice.

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I20. May a counselor be paid out of LAP funds?

Maybe. The LEA 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.

I21. 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.

I22. If the LEA has any type of LAP funds in a school, can the LEA skip that school for Title I, Part A Ranking and Allocation Purposes? (New)

No. The LAP Base Allocation and/or LAP High Poverty School Allocation cannot be a reason a school “skips” for Title I, Part A Ranking and Allocation. This is a change. Previously, OSPI allowed a LEA to “skip” a school during Ranking and Allocation if there was LAP funds in the school. This will no longer be allowed due to the passage of Engrossed House Bill 2242. This is for two reasons.

- (3) The expressed intent of the Legislature is that the LAP High Poverty School Allocation provide additional funds to the school. LAP has specific requirement that the LAP High Poverty School Allocation goes to the school that generated the allocation. It also has a LAP Base Allocation supplanting provision. Allowing the LEA to “skip” it for Title I, Part A undermines the intent to provide additional funding to the school.
- (4) ESSA has a new supplement not supplant provision for Title I, Part A. It states, “a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.” Given that the LAP High Poverty School Allocation must go the school that generated the allocation, allowing a school then be “skipped” for Title I, Part A Ranking and Allocations purposes would be in conflict with this new provision of ESSA.

J. Early Learning, Kindergarten Transition, and Kindergarten (REVISED)

J1. May LAP funds be used to provide full-day kindergarten classes?

No. State basic education funds full-day kindergarten. Now that the state provides fully-funded basic education full-day kindergarten classes, basic education needs to cover the cost. This is a change from years prior. LAP funds can be used to assist full-day kindergarten students who have not yet met grade-level standards in ELA or mathematics. LAP funds can also be used to support kindergarten transitions. Please review the Menus of Best Practice for ELA, Math, and Behavior for ideas for kindergarten transition activities. 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).

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J2. May LAP funds be used for preschool?

No. Washington state statute starts LAP eligibility at kindergarten. Consider using Title I, Part A funds for early learning activities at the school/LEA in situations where LAP cannot be used because of the age of the child. More is available in OSPI's guide [Funding Early Learning Activities in Washington State with Title I, Part A Birth – Age 5](#).

J3. May LAP funds be used for kindergarten transition activities prior to the first day of school, including early start?

Yes. LAP funds may support transition to kindergarten through a number of different strategies provided in the Menus of Best Practices and Strategies. LEAs are encouraged to set up data-sharing opportunities with early learning providers and families to identify the children who may need additional transition support prior to the start of the kindergarten year.

LAP funds can only be used for kindergarten transition strategies funded with LAP should start after a child has enrolled for kindergarten. The activities may start prior to the first day of school. Examples of allowable LAP funded options after a child has been identified as needing extra support are:

- In late spring/summer before kindergarten start: conduct family engagement activities and family/home visits.
- Summer before kindergarten starts: early start programming. This could be an earlier start to the year (extended time) or a more informal play and learning group held weekly.

J4. May LAP funds be used to support professional learning that brings early learning providers and kindergarten teachers together?

Yes. LAP funds could be used throughout the year for professional learning between early learning providers (preschool and childcare) and kindergarten teachers to focus on strategies to improve the academic readiness of students arriving at kindergarten. LAP funds for this professional learning should be focused on initial early skills alignment (social emotional, numeracy, and literacy) and focused on the providers serving students most in need of kindergarten transition support. WaKIDS has great resources for districts to use for transition to kindergarten and support for locating childcare providers.

K. Graduation Assistance

K1. 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.

K2. 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](#).

K3. Who is considered an 11th and 12th grader?

OSPI does not establish the criteria for 11th- and 12th- grade students in Washington state. LEAs set this policy (e.g., by age of student or by student credit accumulation). The OSPI CEDARS manual for data reporting lists age as a suggestion for determining grade-level, with age 16 as of August 31 for 11th grade and age 17 as of August 31 for 12th grade. It is recommended that eligibility for LAP credit retrieval be based on age.

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K4. Are credit retrieval activities applicable to ALL CORE courses?

Yes. LAP-funded credit retrieval can be used in content areas other than ELA and mathematics. Any state and local graduation course requirements to meet graduation requirements are allowable.

K5. 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.

K6. What is the difference between a student who is credit deficient and a student who needs credit retrieval options? The Menus only refer to credit retrieval. Can LAP funds be used to provide extended learning time for High School students who are credit deficient and need to take additional coursework to graduate on time? (New)

Yes. Students can be both credit deficient and need credit retrieval.

First, an explanation of credit deficient and credit retrieval.

- A credit deficient student means a student has not earned a credit because of not taking a class.
- Credit retrieval means a student failed the initial course attempt and did not earn the credit.

Many students failing high school courses end up in a credit retrieval and credit deficient situation. The students must complete credit retrieval to earn credits in course they previously failed. At the same time, the students also become behind because they have not progressed in their next set of courses. For example, a student who failed 9th grade and who is repeating the 9th grade during what would have been the 10th grade year is in need of credit retrieval and is also deficient in 10th grade courses.

Extended learning (after school, Saturday, Summer) may be provided to allow a credit deficient student to earn additional credits. **Basic education must pay for the initial 1,080 hours of instruction provided to a student during a school year.** Note: The LAP statute limits 9th and 10th grade services to extended learning time services in ELA, Math and behavior. The LAP statute allows for graduation assistance to be provided to an 11th or 12th grade student not on track to meet graduation requirements. For 11th and 12th grade services, any content area aligned with local graduation requirements is allowed.

An LEA may provide extended learning opportunities outside of the regular school day for credit deficient 9th and 10th grade students to earn additional credits in ELA or math. Code these students as extended learning time.

Credit deficient 11th and 12th graders, who are credit deficient in any subject, can take additional courses through extended learning time as part of graduation assistance. Code these students as graduation assistance.

L. Special Education

L1. Can a student receiving special education services also receive LAP services?

Yes. Special education students are eligible for LAP services on the same basis as all other students. Their special education eligibility status neither excludes them from consideration nor guarantees eligibility.

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LAP services may not be used to replace special education services; however, the same service (e.g., reading) can be provided to a student by both LAP and special education. For example, a student with an Individualized Education Program (IEP) that includes reading cannot simply be “placed” into LAP reading services in order to meet the student’s special education reading needs. The IEP could specify, for example, that the student receive core reading instruction in the regular classroom, participate in supplemental LAP reading services, and receive special education reading services in a special education classroom during the same day or week.

That same student may also be struggling academically in an area that is not part of their IEP, but is an area covered by LAP. In that case, LAP can also provide support. For example, the child has an IEP that addresses reading, but the child is struggling in mathematics, which is not included in the IEP. In this case, LAP could support the child’s mathematics instruction. LAP may also be appropriate for enhanced extended instruction (e.g. after school programming or summer programming) if the student meets the LAP eligibility requirements and if determined by the IEP team to be beneficial to the student.

M. Readiness to Learn (RTL) (REVISED)

M1. Where does the RCW mention RTL in relation to LAP services?

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

M2. Does the 5 percent set-aside for RTL apply only to the LAP Base Allocation or does it extend to the High Poverty Schools? (New)

Only to the LAP Base Allocation. Refer to question D13.

M3. What is the difference between “Readiness to Learn” identified in the “up to five percent allocation” and academic readiness associated with basic skills in ELA and mathematics?

Up to five percent of a LEA’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. LEA 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 LEA determines the eligibility criteria for participation in RTL programs.

Academic readiness targeted at K–2 students 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. Academic readiness is applicable for all grades. LAP pays particular attention to early grade classroom readiness skills. K–2 readiness includes early-literacy, early-numeracy, and classroom preparedness skills.

M4. How can the five percent for RTL be used? (Revised)

Up to five percent of a LEA’s LAP Base Allocation may be used for development of partnerships with community-based organizations, educational service districts (ESDs), 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

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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 LEA is operating their own RTL program (in-house), school board approval is not needed.

M5. Is RTL limited to students who have not yet met grade-level standards in ELA and mathematics?

No. LEAs 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.

M6. 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. LEAs 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.

M7. Does there need to be separate budget codes set up for the five percent?

Yes.

M8. How should LAP-funded RTL services be documented and then reported in CEDARS?

Any students participating in RTL services should be coded under File (I) 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.

M9. Can LAP RTL funds be used to pay a family engagement coordinator?

LEAs may use RTL funds for family engagement coordinators and family engagement 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 family engagement 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 family engagement activities reduce the likelihood of failure? What outcomes are expected? What measures will be used to evaluate success?

Contact OSPI for Questions and Technical Assistance

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.