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Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
Chris Reykdal, Superintendent

k12.wa.us

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( ) Action Required  
(X) Informational

**BULLETIN NO. 060-21 SPECIAL PROGRAMS & FEDERAL ACCOUNTABILITY**

**TO:** Educational Service District Superintendents  
School District Superintendents  
School District Business Managers

**FROM:** Chris Reykdal, Superintendent of Public Instruction

**RE:** 2021–22 Balanced/Modified Calendar Study Grant Opportunity

**CONTACTS:** Jon R. Mishra, Executive Director, Special Programs & Federal Accountability  
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## **PURPOSE/BACKGROUND**

In the 2021 Legislative Session, the Washington State Legislature directed \$200 million in a combination of state and federal Elementary and Secondary School Emergency Relief (ESSER) funds to the Office of Superintendent of Public Instruction (OSPI) exclusively for learning recovery. The balanced calendar initiative is part of this overall \$200 million.

Research shows that children from low-income communities attending modified-calendar schools outperform their counterparts in traditional-calendar schools. In schools where supplemental instruction is offered during some of the vacation periods, it can prevent the students experiencing poverty and/or living in low-income communities from falling farther behind academically. A balanced/modified calendar has the potential to improve and equalize academic achievement. A reduction in summer learning loss means less review time at the beginning of the school year, and thus, more instructional time for all students.

Accordingly, the [National Association for Year-Round Education](#), "A modified calendar transforms traditional nine-month agrarian calendar into a calendar that allows for continuous education by shortening the summer vacation and adding more frequent breaks during the rest of year. Those breaks may be used for 'intersessions' where remediation and enhancement can occur. The shorter breaks stem learning loss and allow educators the opportunity to get the most out of the 180 days that most states mandate for instruction."

## ABOUT THE GRANT

Funds will be available to 25 public school districts, tribal compact schools, and charter schools through a competitive grant process. Interested applicants must complete iGrants Form Package 173 detailing their approach to the pilot. The Form Package is scheduled to close on September 16, 2021. Successful applicants will be awarded \$75,000 during the 2021–22 school year, with an opportunity to carry funds over to the 2022–23 school year.

In addition to the \$75,000, all public school districts, tribal compact schools, and charter schools will be able to participate in at least two statewide summits, job-alike sessions, regional meetings, and other activities to support the work. While grant funded school districts, tribal compact schools and charter schools will be prioritized for participation in the two statewide summits, there will be a limited number of additional participants. There are plans for continued funding for the 2022–23 school year.

These funds are intended to support public school districts, tribal compact schools, and charter schools in a study of the feasibility and effectiveness of a student-centered balanced/modified school calendar in their school districts.

## INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Jon R. Mishra, Executive Director, Special Programs & Federal Accountability, at 360-725-6339 or [jon.mishra@k12.wa.us](mailto:jon.mishra@k12.wa.us). The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins](#) page of the OSPI website.

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Deputy Superintendent

Jon R. Mishra, Ed.D.  
Executive Director  
Special Programs & Federal Accountability

CR:jm

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