



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*LEARNING ASSISTANCE
PROGRAM GUIDE*

2023–24

LEARNING ASSISTANCE PROGRAM GUIDE

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Learning, and Federal Programs**

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BACKGROUND

Purpose of the Guide

This guide outlines requirements and resources to support local education agencies (LEAs) and schools in the effective implementation of the Learning Assistance Program (LAP). LAP is designed to:

- (1) promote the use of data when developing programs to assist students who are not meeting academic standards; and
- (2) guide school districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist students who are not meeting academic standards.

When LAP is implemented in alignment with the program intent and purpose, LEAs and schools will intentionally use systems, data, family and community-based partnerships, and evidence-based interventions to ensure LAP-served students feel valued and have access to the supports they need to thrive.

Laws and Regulations

LAP directors and staff should be familiar with the following laws and rules that are unique to LAP. These laws and rules outline LAP intent and purpose, terms and definitions, and requirements regarding program design, expenditure, and reporting.

Chapter [28A.165 RCW](#): Learning Assistance Program

28A.165.005	Purpose.
28A.165.015	Definitions.
28A.165.037	Compliance with the Washington integrated student supports protocol—Partnerships with out-of-school organizations.
28A.165.055	Funds—Appropriation and distribution.
28A.165.057	Funds—COVID-19 pandemic.
28A.165.065	Monitoring.
28A.165.075	Rules.
28A.165.085	Condensed compliance reports—Second-class districts.
28A.165.100	Entrance and exit performance data—Report by school districts—Report by the office of the superintendent of public instruction.

Chapter [392-162 WAC](#): Special Service Program—Learning Assistance

392-162-005	Authority.
392-162-010	Purpose.
392-162-015	Definitions.
392-162-016	Application.

392-162-054	Allocation, supplement not supplant, and use of funds.
392-162-110	Program requirements—Reporting.
392-162-112	Carry over of funds.
392-162-120	Implementation of K-2 literacy screening requirements—Use of funds.

PROGRAM DESIGN & IMPLEMENTATION

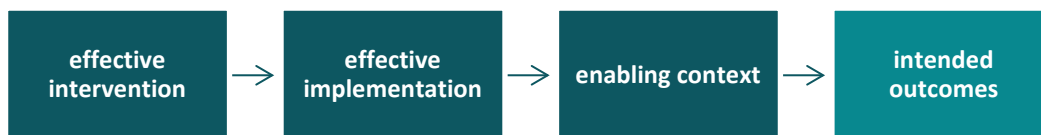
Effective Design & Implementation

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

LAP-funded practices and interventions are supplemental to universal instruction and [grounded in evidence](#). The U.S. Department of Education (2016) defines “evidence-based” as activities, strategies, or interventions that have been proven to improve student outcomes. There are four levels of evidence – strong, moderate, promising, and demonstrates a rationale – outlined in the definition. LEAs and schools should prioritize practices and interventions supported by the highest levels of evidence when possible. At [tier 2](#), interventions should demonstrate [positive impact through research](#), when delivered with fidelity. [Tier 3 interventions](#) show student impact through a data-based individualization process that [adapts interventions based on data](#) and clinical judgment and expertise.

In addition to being validated through research, evidence-based interventions have (1) clearly [defined entrance and exit criteria](#); (2) [regular progress monitoring](#) to assess student response to intervention; (3) [explicit instruction](#) with increased opportunities to practice and receive specific, frequent feedback; (4) gradual release of control and support when students master skills; and (5) increased communication with families to ensure consistency of support in school and at home (Anderson and Borgmeier, 2010; Newcomer, Freeman, and Barrett, 2013).

To use an evidence-based intervention with fidelity and achieve intended outcomes, LEAs and schools employ effective implementation methods within a supportive environment. The [National Implementation Research Network](#) (NIRN) has a [formula that can lead to intended outcomes](#) when all variables are in place:



In this formula, evidence-based interventions are [thoroughly vetted and selected](#). The selected interventions are supported by an implementation team that is functional in size and has the

capacity and decision-making power to develop targeted training and coaching for staff, establish communication feedback loops, align policies and procedures, and secure resources. These variables thrive in an organizational context that maintains a positive school climate and culture where leadership is shared, students and families feel safe and included, and improvement is embraced and sustained over time (Duda and Wilson, 2018). Staff can find more information on enabling organizational contexts in the [Washington Integrated Student Supports Protocol](#) (2017).

Integrated Student Supports

In 2016, the Washington State Legislature created the [Washington integrated student supports protocol](#) (WISSP) when it passed [4SHB 1541](#). The WISSP was one of an extensive set of interdependent strategies for closing educational opportunity gaps recommended by the [State’s Educational Opportunity Gap Oversight and Accountability Committee](#) (EOGOAC). In 2021, the Washington State Legislature modified the state’s LAP laws under Revised Code of Washington (RCW) Chapter [28A.165](#) through [SHB 1208](#). The bill established two separate timelines for LAP changes, including implementation of the WISSP. The first timeline took effect immediately. The second timeline will take effect on **September 1, 2025**.

- **Timeline 1** (April 2021): LEAs are *encouraged* to use the WISSP to budget and expend LAP funds. If LEAs use 15% of their LAP base funds and high poverty funds to provide direct services to students and their families through community partnerships, they must implement these supports through the WISSP. Please refer to OSPI [Bulletin No. 028-21](#) to learn more about the immediate changes to LAP program requirements.
- **Timeline 2** (September 2025): When the second timeline goes into effect, LEAs will be *required* to budget and expend LAP funds using the WISSP in accordance with [RCW 28A.300.139](#).

Integrated Student Supports (ISS) are *what* students receive across education and community services to be fully engaged in learning in school within a Multi-Tiered System of Supports (MTSS), which is the structure for *how* supports are organized and delivered by the adult. Research shows that when implemented within the context of a tiered system of support, ISS is a promising approach to improve student learning and development (Moore, H.L., et. al., 2017). It may also have long-term, positive impacts when schools implement it consistently across their K-12 system (Sacks et al, 2022).

The WISSP is a [protocol](#) that outlines the process of ISS implementation. ISS implementation involves five interdependent components, and each component is defined with accompanying resources below.

Component	Definition	Resources
Needs and strengths assessments	Identifying and examining student academic and nonacademic needs and strengths using various school and community data for the purpose of planning integrated student supports.	<ul style="list-style-type: none"> • Comprehensive Needs Toolkit (OSPI) • Data-Based Decision Making (MTSS4Success) • Tier 2 Identification Procedures (MTSS4Success)

		<ul style="list-style-type: none"> • School Level Intervention Mapping Tool (ISF)
Community partnerships	Establishing strong partnerships with community-based organizations to leverage available supports and resources.	<ul style="list-style-type: none"> • ISF School Installation Guide & Interconnecting School Mental Health and Schoolwide PBIS Implementation Guide • Memorandum of Understanding Template (OSPI)
Coordination of supports	Planning the integrated delivery of academic and nonacademic support to create a single system of supports.	<ul style="list-style-type: none"> • Consolidated School Improvement Plan (OSPI) • Intervention Plan Template (NCII) • What Works Clearinghouse Practice Guides (IES) • Assessment and Intervention Tools Charts (NCII)
Integration of supports	Providing academic and nonacademic supports in collaboration to ensure positive outcomes for students.	<ul style="list-style-type: none"> • Communication Protocol & Lesson (NIRN) • Monitoring Intervention Implementation Fidelity (NCII)
Data driven	Utilizing the data-based decision-making process to continually review implementation and student data for on-going improvement.	<ul style="list-style-type: none"> • Taxonomy of Intervention Intensity (NCII) • Data-Based Individualization Process and Training Materials (NCII)

To support LEAs and schools as they prepare for required implementation in 2025-26, OSPI is in the process of inventorying requirements and resources related to ISS, updating the protocol with existing and new resources for implementation, and developing professional learning aligned to the protocol. More information and support will be available in the near future.

REPORTING

LEAs are required to review and submit LAP student data, activities, and expenditures each year in the LAP Report in EDS by **September 30th** ([RCW 28A.165.100](#)). The following table provides an overview of required reporting for each LEA and school that receives LAP funds.

LAP Reporting Overview

Data Type	Elements	CEDARS Element	Location	Frequency
Program Enrollment	1. Program Code (identical to file Q)	I06/Q06	Student Information System (CEDARS File I)	On-going (Best practice)
	2. Entrance Date (identical to file Q)	I07/Q07		
	3. Exit Date	I08		
	4. Exit Reason	I09		
Assessment & Academic Growth	1. Program Code (identical to file I)	I06/Q06	Student Information System (CEDARS File Q) LAP CEDARS Program Codes	As Available/ Due by September 30
	2. Entrance Date (identical to file I)	I07/Q07		
	3. Identification Assessment	Q08		
	4. Amount of Academic Growth	Q09		
	5. Progress Monitoring Assessment	Q10		
	6. Entrance Score	Q11		
	7. Entrance Score Date	Q12		
	8. Exit Score	Q13		
	9. Exit Score Date	Q14		
	10. Extended Learning Time Intervention	Q15		
	11. Tutoring Intervention	Q16		
	12. Student At Grade Level	Q17		
LAP Activities & Expenditures	1. Program Narratives (Academic Growth and Progress Monitoring)	N/A	LAP Application in EDS	Annually Due by September 30
	2. Graduation Assistance			
	3. Family Engagement			
	4. Professional Learning			
	5. Summer School			
	6. Community Partnerships			
	7. Acceptance of Funds and Assurances			
	8. LAP District and High Poverty Schools Expenditures			

Student-level data can be verified for accuracy in CEDARS. Please refer to [these instructions](#) to help you check on your CEDARS submissions.

 Student level

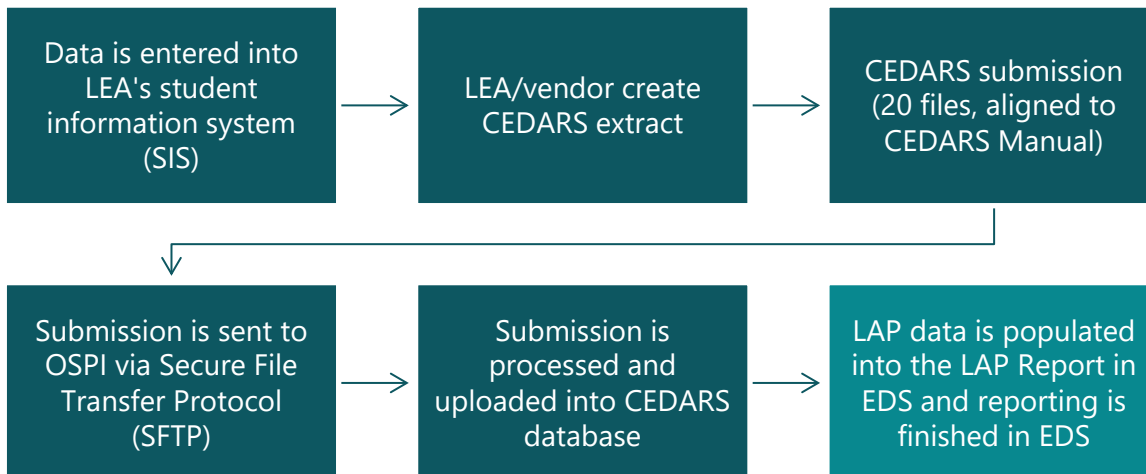
 School level

 District level

LAP Data Entry and Submission Process

LAP reporting includes three levels of data: student level, school level, and district level. LAP-served student data is first entered into the LEA's student information system (SIS). This data is then submitted to the [Comprehensive Education Data and Research System](#) (CEDARS), as indicated below, via Secure File Transfer Protocol. Once it is processed and uploaded into the CEDARS database, it will populate in the LAP Report in EDS. It is important for LAP directors to work closely

with their CEDARS Administrator to ensure smooth submissions.



LEAs then review student data for accuracy in the LAP Report in EDS under Student Lists. They also provide program narratives and activities at the school level. Other activities, such as LAP-funded supports during summer school and through community partnerships, are provided at the district level along with LAP base and high poverty expenditures. LEAs must mark the LAP Expenditures tab complete last, as this tab will not show as complete until all other data is finished. Step-by-step instructions on how to access and complete the report are available in the [LAP user guide](#).

LAP Reporting Tips and Resources

Tips

- Establish a team and shared process to collect data.
- Provide training on how to collect and enter data consistently and accurately.
- Enter data into SIS and submit to CEDARS throughout the school year.
- Finalize student data before the summer begins.
- Review data collection and reporting procedures in annual improvement cycle.

Resources

- [LAP Report User Guide](#)
- [LAP End-of-Year webinar recording](#) | [Webinar presentation slides](#)
- [CEDARS manuals and appendices](#)
- [Checking LAP data accuracy](#)
- [LAP CEDARS codes](#)

LAP reporting resources are updated annually to reflect improvements in the LAP data collection and report, as well as legislative changes.

FUNDING

LAP Base and High Poverty Funds

LAP has two allocations: the LAP Base funds and LAP High Poverty School funds. Regardless of the type of allocation, LAP funds must be budgeted and expended for the purposes of RCW [28A.165.005](#) through [28A.165.065](#). LAP Base funds are 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.

LAP Base Formula

- 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 regionalization for the upcoming school year.

LAP High Poverty School funds *supplement, and do not supplant*, the LAP Base funds, and are generated by eligible schools within the LEA ([RCW 28A.165.055](#)). Schools that are eligible for LAP High Poverty School funds are those with a three-year rolling average of 50% or more of poverty (which is calculated through FRPL as reported in CEDARS). These funds must be expended for the LAP-served students in the building that generated them.

LAP High Poverty Formula

- 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 prior school year.
- 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 regionalization for the upcoming school year.

While LAP High Poverty School funds must be expended for the building that generated the funds, LAP Base funds are more flexible and can be allocated to buildings based on need as identified in the LEA's annual [comprehensive needs assessment](#). Annual [reporting](#) is required for each school that receives LAP funding in an LEA.

Poverty Percentages

Beginning in late January and several times afterwards, [School Apportionment](#) publishes preliminary poverty spreadsheets and posts them on the [Budget Preparations webpage](#). This data is an essential component of the LAP base calculation and high poverty funding eligibility for the upcoming school year. LEAs should review this data for accuracy when it is published and make any corrections in CEDARS before **March 31st**. After March 31st, a final CEDARS extract will be used to

determine each LEA's LAP percentage for the next school year and which schools will be eligible for High Poverty LAP funding. Corrections are not accepted after this date.

Budget Calculator

Once poverty percentages are finalized, School Apportionment creates a [LAP Calculator](#) with estimated LAP Base and High Poverty allocations to assist LEAs in budgeting for the upcoming school year. LAP directors and business managers can access this calculator by school year on the Budget Preparations webpage under Budget and Analysis Worksheets. The calculator provides information needed for the F-203 and Fund Allocation tab in the LAP Report.

Community Eligibility Provision (CEP)

In 2020, the Hunger-Free Schools Act modified the way that LAP funding is calculated for Community Eligibility Provision (CEP) schools and districts. [RCW 28A.150.260 \(10\)\(a\)](#) was amended to allow an alternate calculation for the prior-year Free and Reduced-Price Lunch (FRPL) percentage used in the LAP funding formula:

- A. LAP Base:** When calculating LAP Base funding each year, OSPI uses the greater FRPL from two data sources:
 1. The District FRPL from the previous year (standard method) or,
 2. The District FRPL from the year immediately preceding the district's enrollment, in whole or in part, in CEP.

- B. LAP High Poverty:** Schools that had a three-year rolling average of 50% or more for poverty percentage in the year immediately before CEP adoption maintain High Poverty School funding eligibility as long as the school remains on CEP, even if the prior-year FRPL drops below the eligibility threshold.

Nothing prevents a school or district from increasing their FRPL while participating in CEP. Diligent Family Income Survey (FIS) collection and processing is key to increasing these percentages. Templates, best practices, and other resources related to CEP are available on the [Child Nutrition Services webpage](#).

Carryover

LEAs can carryover up to 10% of LAP Base and 10% of LAP High Poverty funding. It is important for LAP directors and business managers to create a budget that will lead to effective expenditure across the fiscal year, which is **September 1 to August 31**. To help LEAs calculate their carryover each year, School Apportionment typically publishes the LAP High Poverty Allocation spreadsheet in January on the Apportionment Attachments page under the specific academic year.

Accepting Funds and Assurances

Each year, LEAs accept LAP Base and High Poverty funds on the Fund Allocation tab in the LAP Report in EDS. This tab also requires LAP Directors and Business Managers to review program assurances and agree to follow all of the LAP laws and rules. LAP laws and rules can be accessed in the [program background](#) of this guide.

IMPLEMENTATION TIMELINE

The purpose of the timeline below is to support LEA and school teams in the development and implementation of LAP-funded supplemental services that are in alignment with the [intent and purpose of the law](#). Activities outlined may vary by LEA and school depending on local need and capacity. For example, some directors may not manage certain tasks—such as family income collection—and will instead need to maintain coordination and communication with colleagues and teams within their systems to ensure tasks that impact LAP are completed. Required activities and deadlines are **bolded**.

July-August (Preparation for School Year)	
	Continue working on the previous year’s student-level, school-level, and district-level reporting in the LAP Report in EDS.
	Accept funds and assurances for the upcoming school year in the Fund Allocation Tab in the LAP Report in EDS.
	<p>Review plan for implementation, ensuring alignment between</p> <ul style="list-style-type: none"> <input type="checkbox"/> assessment of needs and strengths <input type="checkbox"/> matrix of available supports in school and community <input type="checkbox"/> partnerships with community-based organizations <input type="checkbox"/> cycles of data collection, review, and improvement <input type="checkbox"/> selection and training of staff <input type="checkbox"/> plan for continuous support of staff and partners <input type="checkbox"/> budget for LAP with subcodes for each funding source (Base and High Poverty) as well as activity (e.g., intervention, professional learning, etc.)
	Coordinate the distribution and processing of the family income information (school meal application or family income surveys).
September (Beginning of School Year)	
	Finalize and submit all data, including expenditures, in the LAP Report in EDS by September 30.
	Provide evidence-based interventions for students with intensive plans based on end-of-year data-based decision-making process.
	Coordinate the collection and processing of family income information, focusing on students and families who are not directly certified.

October

Continue to coordinate the collection and processing of family income information, focusing on students and families who are not directly certified.

Collect and compile academic and nonacademic data, including universal screening, attendance and behavior, and teacher observation.

Review academic and nonacademic data through the data-based decision-making process to identify LAP-served students and develop intervention plans.

Communicate student data and intervention plans to families and caregivers.

Implement evidence-based interventions with fidelity.

Track intervention fidelity (attendance, content coverage, engagement; intervention observations using checklist) and student response through progress monitoring.

Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.

November

Record program enrollment (e.g., behavior, ELA, math) for LAP-served students in student information system (SIS) *when data is available*.

Submit program enrollment information to CEDARS through SIS *when data is available*.

Implement evidence-based interventions with fidelity.

Track intervention fidelity (attendance, content coverage, engagement; intervention observations using checklist) and student response through progress monitoring.

Review intervention fidelity and student progress through the data-based decision-making process to determine whether to fade, continue, or intensify interventions.

Communicate intervention adjustments and student progress to families and caregivers.

Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.

December

Implement evidence-based interventions with fidelity.

Track intervention fidelity (attendance, content coverage, engagement; intervention observations using checklist) and student response through progress monitoring.

Review intervention fidelity and student progress through the data-based decision-making

	process to determine whether to fade, continue, or intensify interventions.
	Communicate intervention adjustments and student progress to families and caregivers.
	Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.
	Review LAP program enrollment data for accuracy in CEDARS. Continue to update student data in SIS and send regular submissions to CEDARS <i>as needed</i> .
January (Middle of the School Year)	
	Collect and compile academic and nonacademic data, including universal screening, attendance and behavior, and teacher observation.
	Review academic and nonacademic data through the data-based decision-making process to identify eligible students and develop intervention plans.
	Communicate student data and intervention plans to families and caregivers.
	Implement evidence-based interventions with fidelity.
	Track intervention fidelity (attendance, content coverage, engagement; intervention observations using checklist) and student response through progress monitoring.
	Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.
	Review LAP program enrollment data for accuracy in CEDARS. Continue to update student data in SIS and send regular submissions to CEDARS <i>as needed</i> .
February	
	Review preliminary poverty percentages on the Budget Preparations webpage. Make corrections, if necessary, in CEDARS to ensure accurate percentages.
	Implement evidence-based interventions with fidelity.
	Track intervention fidelity (attendance, content coverage, engagement; intervention observations using checklist) and student response through progress monitoring.
	Review intervention fidelity and student progress through the data-based decision-making process to determine whether to fade, continue, or intensify interventions.
	Communicate intervention adjustments and student progress to families and caregivers.
	Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.
	Review LAP program enrollment data for accuracy in CEDARS. Continue to update student

	data in SIS and send regular submissions to CEDARS <i>as needed</i> .
March	
	Make final corrections to poverty percentages, if necessary, in CEDARS by March 31.
	<p>Start planning for summer interventions, if available, ensuring alignment between:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assessment of needs and strengths <input type="checkbox"/> matrix of available supports in school and community <input type="checkbox"/> partnerships with community-based organizations <input type="checkbox"/> cycles of data collection, review, and improvement <input type="checkbox"/> selection and training of staff <input type="checkbox"/> plan for continuous support of staff and partners <input type="checkbox"/> budget for LAP with subcodes for each funding source (Base and High Poverty) as well as activity (e.g., intervention, professional learning, etc.)
	Implement evidence-based interventions with fidelity.
	Track intervention fidelity (attendance, content coverage, engagement; intervention observations using checklist) and student response through progress monitoring.
	Review intervention fidelity and student progress through the data-based decision-making process to determine whether to fade, continue, or intensify interventions.
	Communicate intervention adjustments and student progress to families and caregivers.
	Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.
	Review LAP program enrollment data for accuracy in CEDARS. Continue to update student data in SIS and send regular submissions to CEDARS <i>as needed</i> .
April (End of the School Year)	
	Use the Comprehensive Needs Assessment Toolkit and the LAP Budget Calculator to begin the planning process for the following year.
	Implement evidence-based interventions with fidelity.
	Track intervention fidelity (attendance, content coverage, engagement; intervention observations using checklist) and student response through progress monitoring.
	Review intervention fidelity and student progress through the data-based decision-making

	process to determine whether to fade, continue, or intensify interventions.
	Communicate intervention adjustments and student progress to families and caregivers.
	Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.
	Review LAP program enrollment data for accuracy in CEDARS. Continue to update student data in SIS and send regular submissions to CEDARS <i>as needed</i> .
May	
	Implement evidence-based interventions with fidelity.
	Track intervention fidelity (attendance, content coverage, engagement; intervention observations using checklist) and student response through progress monitoring.
	Collect and compile student data to determine growth for LAP-served students.
	Review student academic and nonacademic data through data-based decision-making process to determine intervention plans for summer, if available, and the following academic year.
	Communicate student progress and intervention plans to families and caregivers.
	Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.
	Review LAP student data for accuracy in CEDARS. Update student data, including program enrollment and student growth, in SIS and send regular submissions to CEDARS <i>as needed</i> .
June	
	Evaluate the implementation and efficacy of LAP-funded interventions based on multiple sources of data and adjust plan for subsequent year as necessary. Data sources may include, but are not limited to intervention fidelity data, student outcome data, and perception data.
	Communicate program outcomes and plan for improvement with relevant staff and partners.
	Review LAP student data for accuracy in CEDARS, ensuring it is populating correctly on the LAP Report in EDS. If needed, continue to update student data in SIS and send regular submissions to CEDARS <i>as needed</i> .
	Compile program narratives and activities.

TECHNICAL ASSISTANCE

- **LAP laws, rules, planning, implementation, and reporting:** Annie Pennell, annie.pennell@k12.wa.us or Lap@k12.wa.us.
- **Poverty percentages:** Becky McLean, becky.McLean@k12.wa.us.
- **LAP apportionment, budget calculator, and carryover:** Jackie McDonald, jackie.mcdonald@k12.wa.us.
- **CEDARS submissions for the LAP Report:** Lisa Ireland, AskSI@k12.wa.us.
- **Technical issues with the LAP Report:** Customer Support, customersupport@k12.wa.us.

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Download this material in PDF at <https://ospi.k12.wa.us/student-success/support-programs/learning-assistance-program-lap>. This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.



**ESTD
1889**

*All students prepared for post-secondary pathways,
careers, and civic engagement.*



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