

CONSOLIDATED STATE APPLICATION - SIGNATURE PAGE

The State of Washington hereby requests funds as authorized by section 9302 of the ESEA for the programs selected and identified on the "List of Programs Included in this Consolidated Application."

<p>1. Legal name of Applicant Agency (State Educational Agency):</p> <p>The Office of Superintendent of Public Instruction</p>	<p>2. D.U.N.S. number: 808882898</p> <p>Taxpayer ID Number (TIN): 91-0848938</p>
<p>3. Address (include zip):</p> <p>Office of Superintendent of Public Instruction Old Capitol Building P.O. Box 47200 Olympia, WA 98504-7200</p>	<p>4. Contact Person for Consolidated Application Name: Mary Alice Heuschel</p> <p>Position: Deputy Superintendent for Learning and Teaching</p> <p>Telephone: 360-725-6115</p> <p>Fax: 360-596-0247</p> <p>E-Mail: mheuschel@ospi.wednet.edu</p>
<p>5. Is the applicant delinquent on any Federal debt? <input checked="" type="checkbox"/> X No</p> <p align="center">_____ Yes, explanation attached.</p>	
<p>6. By signing this consolidated State application, the State certifies the following:</p> <p>a. The following assurances and certifications covering the programs included in this Consolidated State Application have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State):</p> <ul style="list-style-type: none"> i. <u>Section 14303 and EDGAR.</u> The assurances in Section 9304 (a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR) ii. <u>ESEA Program Assurances.</u> Any assurances or certifications included in the statutes governing any program included in this Application. iii. <u>Assurances and Certifications.</u> Any assurances or certifications included in the Application under "Assurances and Certifications." iv. <u>Crosscutting.</u> As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs). v. <u>Lobbying; debarment/suspension; drug-free workplace.</u> The three certifications in ED Form 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 <i>Fed. Reg.</i> 1412 (01.19.96).) <p>b. As of the date of submission of this Application, none of the facts have changed upon which those certifications and assurances were made.</p>	
<p>7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certifications provided in this package if the assistance is awarded.</p>	
<p>a. Printed Name and Title of Authorized State/SEA Representative:</p> <p>Dr. Terry Bergeson Superintendent of Public Instruction</p>	<p>b. Telephone: 360-725-6115</p> <p>Fax: 360-596-0247</p> <p>E-Mail: bergeson@ospi.wednet.edu</p>
<p>c. Signature of Authorized State/SEA Representative:</p>	<p>d. Date: June _____, 2002</p>

SAFE DRUG-FREE SCHOOLS AND COMMUNITIES ACT STATE GRANTS
CHIEF EXECUTIVE OFFICER COVER SHEET

<p>1. Legal Name of Applicant Agency (Chief Executive Office): Office of the Governor</p>	<p>2. DUNS Number: 808882302</p>
<p>3. Address (including zip code): Office of the Governor P.O. Box 40002 Legislative Building Olympia, WA 98504</p>	<p>4. Contact Person Name: Susan Roberts Position: Program Manager, Community Mobilization Dept. of Community, Trade, and Economic Development Telephone: 360-725-3035 Fax: 360-586-4506 E-Mail Address: susier@cted.wa.gov</p>
<p>5. Reservation of Funds: <u>20</u> % Indicate the amount the Governor wishes to reserve (up to 20%) of the total State SDFSCA State Grant allocation.</p>	
<p>6. By signing this form the Governor certifies the following: a. The following assurances and certifications covering the Safe and Drug-Free Schools and Communities Act State Grants program have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State): i. <u>Section 14303 and EDGAR</u>. The assurances in Section 9304(a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR). ii. <u>ESEA Program Assurances</u>. Any assurances or certifications included in the statutes governing the Safe and Drug-Free Schools and Communities Act State Grants program. iii. <u>Assurances and Certification</u>. Any assurances or certifications included in the Application under "Assurances and Certifications." iv. <u>Cross-Cutting</u>. As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs.)v. <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certification in ED Form 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 <i>Fed. Reg.</i> 1412 (01.19.96.) b. As of the date of submission of this Application, none of the facts has changed upon which those certifications and assurances were made.</p>	
<p>7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certification provided in this package if the assistance is awarded.</p>	
<p>8. Typed name of Chief Executive Officer Governor Gary Locke</p>	<p>9. Telephone Number: 360-902-4111</p>
<p>10. Signature of Chief Executive Officer</p>	<p>11. Date June _____, 2002</p>

**WASHINGTON STATE
CONSOLIDATED
APPLICATION
FOR FEDERAL FUNDS UNDER THE
ELEMENTARY AND SECONDARY
EDUCATION ACT
“No Child Left Behind”**

Submitted on Behalf of Washington State by:

**Dr. Terry Bergeson
State Superintendent of Public Instruction**

**Mary Alice Heuschel
Deputy Superintendent
Learning and Teaching**

June 2002

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INTRODUCTION

The Washington State Constitution (Article IX) states, “It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference or account of race, color, caste or sex.” The 1,010,000 students attending Washington’s 2,144 public schools represent our future. Washingtonians are proud of their public schools and have endeavored to provide quality education for all.

In 1993, the Washington State Legislature passed the Education Reform Act, which initiated a program of statewide educational reform. This bill mandated the development of academic standards and assessment to ensure that all Washington children and youth would have access to high-quality education.

Significant progress has been made in improving and restructuring Washington’s schools. Academic standards (Essential Academic Learning Requirements -- EALRs) are in place in eight core areas – Reading, Writing, Communications, Mathematics, Science, Social Studies, the Arts, and Health and Fitness. Academic Achievement Standards have been developed for grade groupings and a challenging assessment system has been implemented to measure progress on these standards. Student learning and achievement have increased at moderate yearly levels. Assessments are driving improvements in curriculum and instruction.

Many lessons have been learned. We have learned that it is possible to make initial gains in student achievement in the first years of reform, but that second level gains require basic renewal of curriculum, retraining of staff, and restructuring of programs, policies and personnel relationships. We have learned that two important keys for progress are:

- Ensuring high quality, research-based, and aligned educational programs in every school.
- Developing staff teams at the school and school district level with a common focus and direction and a commitment to collaboration.

We are encouraged by the intent of HR 1 – No Child Left Behind and its purpose, namely:

“To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach, at a minimum, proficiency on challenging state standards and state academic assessments.”

This purpose, and the five goals and indicators, are consistent with the goals and objectives of Washington’s educational reform efforts. We view this consolidated plan as a time for reflection, a time for renewal, and a time for recommitment to provide a quality education for all Washington children and youth. It is a time to use what we have learned to extend and continue the progress made over the past eight years in partnership with the Department of Education.

As permitted in Sections 9301 and 9302 of HR 1, the No Child Left Behind Act of 2001, Washington state, in consultation with the Governor, submits this preliminary consolidated state plan. For the purpose of this submission, the program framework is tied to the National Education Goals, the Elementary and Secondary Education Act (ESEA) established goals, and the Washington State learning goals (**Attachment A**). The four key principles of ESEA –

accountability for results, expanded flexibility, expanded choice for parents, and focusing resources on research-based educational methods – are addressed in Washington State’s plan.

The state of Washington has adopted the five minimum core ESEA goals and performance indicators that the United States Department of Education (USDOE) has established. Additionally, the state of Washington has identified its plans to establish state performance targets. Further details will be included in the spring 2003 state plan. We will incorporate our state’s accountability system into the full state plan to be submitted in 2003.

This preliminary plan is organized into the three sections as required by the U.S. Department of Education. These include the following.

Part I – ESEA Goals, ESEA Indicators, State Performance Targets, which focuses on accountability, especially as it is reflected in student achievement results. This section is the organizing structure for the ESEA performance goals and indicators.

Part II – State Activities to Implement ESEA Programs, which outlines the state programmatic activities that support the achievement of the goals.

Part III – ESEA Key Programmatic Requirements and Fiscal Information, which specifies program requirements that must be met.

The proposal will respond to the information requirements for submission June 2002. Additional information requirements will be submitted by January 31, 2002 and May 1, 2003.

GLOSSARY

Academic Achievement and Accountability Commission (A+ Commission) is the legislatively authorized agency that oversees the state accountability system and sets the reading and mathematics improvement goals for schools and LEAs. The commission also sets goals for high school graduation rates and dropout rates.

Commission on Student Learning was the Washington State Commission responsible for developing state academic content standards, student assessments and school accountability systems. The legislative authority for the Commission on Student Learning ended on June 30, 1999.

Consolidated Program Review is the OSPI system for monitoring LEA implementation of ESEA and Individuals with Disabilities Education Act (IDEA) programs in Washington State.

Core Student Records System is a collection of data elements used to uniquely identify Washington State public school students.

Core Staff Records System is a collection of data elements used for identifying all state funding for Washington State education staff.

Educational Service Districts (ESDs) are the nine Educational Service Agencies (ESAs) in Washington state.

Educational Technology Advisory Committee is a legislatively approved committee created to develop the Washington State Educational Technology plan.

Essential Academic Learning Requirements (EALRs) means challenging academic content standards adopted by the Commission of Student Learning. EALRs adopted in eight academic content areas include: Communication, Reading, Writing, Mathematics, Social Studies, Science, Arts, Health and Fitness.

Learning Improvement Index is a composite index measuring progress in the percentage of students in levels 1 through level 4 (below basic to basic, basic to proficient, and proficient to advanced).

Office of Superintendent of Public Instruction (OSPI) is Washington state's State Educational Agency (SEA).

Partnership for Learning is the name of a coalition of businesses that promote school reform efforts in Washington State.

Professional Educator Standards Board (PESB) is the legislatively authorized agency that is developing teacher assessments and advises OSPI and the State Board of Education (SBE) on high quality educator issues.

Revised Code of Washington (RCW) means Washington state law.

Secured Student Identifier is a secure student identifier that uniquely identifies a student in Washington State.

State Board of Education (SBE) is the legislatively authorized agency that sets course requirements and other graduation requirements for high school graduation.

Washington Administrative Code (WAC) are rules supporting the RCW.

Washington Alternate Assessment System (WAAS) is composed of alternate assessments available for students in special education programs who are unable to participate in the Washington Assessment of Student Learning (WASL) in one or more content areas, even with accommodations.

Washington Assessment of Student Learning (WASL) is a criterion-referenced assessment system aligned with state standards in listening, reading, writing and mathematics administered at grades 4, 7, and 10.

Washington Language Proficiency Test (WLPT) is an annual assessment measuring students' reading and writing skills in English.

**ESEA PROGRAMS INCLUDED IN
THE CONSOLIDATED STATE APPLICATION**

CHECKLIST

The State of WASHINGTON requests funds for the programs indicated below:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3: Even Start Family Literacy
- Title I, Part C: Education of Migrant Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title I, Part F: Comprehensive School Reform
- Title II, Part A: Teacher and Principal Training and Recruiting Fund
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- Title IV, Part A, Subpart 2: Community Service Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part A: Innovative Programs
- Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
- Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
- Title VI, Part B, Subpart 2: Rural and Low-Income Schools

OSPI Contacts for ESEA Programs

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PART I (F.R. 5/22 APPENDIX A): ESEA PERFORMANCE GOALS, PERFORMANCE INDICATORS, AND WASHINGTON STATE PERFORMANCE TARGETS

Washington State understands that the overarching performance goal of the ESEA is that all students in Washington state will meet our state's challenging standards (Essential Academic Learning Requirements) by 2013-2014. The Office of Superintendent of Public Instruction (OSPI) adopts the five goals and 12 indicators as specified by the U.S. Department of Education, published in the Federal Register dated May 22nd, 2002. These goals and indicators are as follows:

ESEA Performance Goal #1

All students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics by 2013–2014.

ESEA Performance Indicators

- 1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment. These subgroups are those defined in Section 1111(h)(1)(C)(i), which include: race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
- 1.2 The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment. These subgroups are those defined in Section 1111(h)(1)(C)(i), which include: race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
- 1.3 The percentage of Title I schools that make adequate yearly progress.

State Performance Targets

The state agrees to adopt and include in its May 2003 Application its own performance targets and baseline data for these indicators (above) related to Adequate Yearly Progress, and agrees to provide in September, 2003 targets and baseline data for these indicators not related to Adequate Yearly Progress.

ESEA Performance Goal #2

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

ESEA Performance Indicators

- 2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment as reported in Performance Indicator 1.1.
- 2.3 The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment as reported in Performance Indicator 1.2.

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State Performance Targets

The state agrees to adopt and include in its May 2003 Application its own performance targets for these indicators (above), and agrees to include baseline data for these indicators.

ESEA Performance Goal #3

By 2005–2006, all students will be taught by highly qualified teachers.

ESEA Performance Indicators

- 3.1 The percentage of classes being taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools.
- 3.2 The percentage of teachers receiving high-quality professional development.
- 3.3 The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistance) who are qualified. [Criteria outlined in ESEA section 1119(c) and (d).]

State Performance Targets

The state agrees to adopt and include in its May 2003 Application its own performance targets for these indicators (above), and agrees to include baseline data for these indicators.

ESEA Performance Goal #4

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 The number of persistently dangerous schools, as defined by the state.

State Performance Targets

The state agrees to adopt and include in its May 2003 Application its own performance targets for these indicators (above), and agrees to include baseline data for these indicators.

ESEA Performance Goal #5

All students will graduate from high school.

ESEA Performance Indicators

- 5.1 The percentage of students who graduate from high school, each year, with a regular diploma -- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged – calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data.
- 5.2 The percentage of students who drop out of high school disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged – calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data.

State Performance Targets

The state agrees to adopt and include in its May 2003 Application its own performance targets for these indicators (above), and agrees to include baseline data for these indicators (September 2003).

PART II (F.R. 5/22 APPENDIX B): STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

The following section outlines State-level activities for implementing the fifteen programs included in the consolidated application. These procedures will be designed and implemented with the goal of supporting the achievement of the ESEA performance goals and indicators. An effort will be made to provide comprehensive program planning and implementation processes that cut across programs whenever possible.

1. DESCRIPTION OF WASHINGTON'S STANDARDS, ASSESSMENTS, AND ACCOUNTABILITY

Washington's 1993 Education Reform Act required the development of academic content standards for all students in eight core content areas which included: reading, writing, communications, mathematics, science, social studies, the arts, and health and fitness. The process for developing these content standards and the system for assessing student progress towards meeting these requirements was developed by the Commission on Student Learning and is now under the direction of OSPI. The Commission of Student Learning was charged with three crucial tasks:

- To establish Essential Academic Learning Requirements (EALRs) that describe what all students should know and be able to do in eight content areas – reading, writing, communications, mathematics, science, social studies, the arts, health and fitness.
- To develop an assessment system to measure student progress at three grade levels towards achieving the EALRs standards.
- To recommend an accountability system that recognizes and rewards successful schools and provides support and assistance to less successful schools.

Academic Standards

As required by the state's education reform legislation, the Commission created eight subject advisory committees to develop the EALRs in the eight core content areas. Each group was composed of public and private school educators, parents, community members, business people, and high school students. More than 4000 people participated in the development and refinement of these academic content standards.

After the initial development, the EALRs were presented for review in a number of public forums for discussion and revision. The outcome of these thoughtful public debates and research reviews was the 1995 formal adoption of the reading, writing, communication, and mathematics EALRs. By 1998 the remaining four (science, social studies, the arts, health and fitness) content area Essential Academic Learning Requirements were adopted. During the last four years, minor edits have been made in all of the academic content standards. These have occurred through a process much like the initial development phase where a representative group reviewed and implemented changes. These changes were then reviewed by the greater public and put into place.

Washington has had in place since 1995 challenging academic content standards (EALRs) in reading, writing, communications, and mathematics. These have not significantly changed from the state's 1996 consolidated Improving America's Schools Act (IASA) application. The

standards were developed for all children at three grade spans (elementary, middle/junior high, and high school). Performance “benchmarks” were also established at three grade levels – Elementary (Grade 4), Middle (Grade 7), and High School (Grade 10). Specific benchmark and component level requirements on what children should know and be able to do are defined in each subject area. The standards are rigorous and require higher level thinking skills on the part of all students.

OSPI recognizes that there is a need to review and update the EALRs and develop grade by grade performance standards, and is in the process of doing so. Recent research, five years of educational reform implementation, realization of a need for greater specificity, and the need for a more precise alignment between the EALRs and various assessments are factors motivating these reviews.

Assessment and Professional Development

The Commission on Student Learning’s second major task was to develop an assessment system to determine the extent to which students are achieving the knowledge and skills defined by the EALRs. Washington’s assessment system has four major components: state-level assessments, classroom-based assessments, professional staff development, and accountability indicators.

The criterion-based assessments (WASL) require students to both select and create answers to demonstrate their knowledge, skills, and understandings in each of the EALRs – from multiple choice and short answer items to more extended responses, essays, and problem solving tasks. The state-level test forms are standardized and “on demand” meaning all students responds to the same items, under the same conditions, and at the same time during the school year. The WASL assessments are given at grades 4, 7 and 10. They are challenging assessments that measure knowledge, skills and thinking abilities.

Released items from the Grade 4, 7 and 10 assessments have been distributed to teachers, parents and students. Classroom-based evidence tool kits that provide teachers with resources for understanding the assessments and using classroom assessments are also provided.

A second state level set of assessments include the norm-referenced Iowa Test of Basic Skills and Iowa Test of Educational Progress given to student in grades 3, 6 and 9. These tests are given to provide information to schools about their programs and students progress of basic skills the years prior to the more rigorous WASL assessment.

Washington state school districts also conduct a 2nd grade oral reading accuracy and fluency skills assessment. This assessment measures student skills in recognition of letter sounds, phonemic awareness, word recognition, and reading-connected text.

A recent addition to the state tests is the Washington Language Proficiency Test that is administered to all limited English proficient students yearly.

A considerable amount of effort has gone into providing professional development for teachers in the design of test items, assessment scoring, developing cut scores and item analysis. In addition, considerable emphasis has been given to the development and use of classroom

assessments. These efforts will be expanded for the next few years. Teachers report that these are among some of the best professional development experiences they have had.

Accountability

A single statewide accountability system is currently operational for ensuring increases in student reading and mathematics achievement. Each school must decrease the percentage of students not meeting proficiency standards by 25 percent over a three-year period. This system is variable, with each school beginning at its own baseline scores.

The advantage of this variable bar is that schools are competing with themselves. Thus, a school in which a large percentage of students have met the standards is still required to engage in continuous improvement. A school in which a low number of students who have met the standards still face a significant challenge, but with hard work and focus, goals for these schools are within reach. In this way, every school must meet an achievable goal.

The Academic Achievement and Accountability Commission is continuing to develop and expand Washington’s single statewide accountability system.

a) Timeline for adopting Challenging Content Standards in Reading/Language Arts and Mathematics

OSPI has determined that the next steps in clarification of what is expected of students be addressed during the next six months (July 2002 to January 2003). Reading and mathematics content committees will define grade level content expectations for grades three through eight and clarify expectations of what high school students should know and be able to do irrespective of course titles or years completed. (Washington’s Reading and Mathematics Essential Academic Learning Requirements are electronically accessible at <http://www.k12.wa.us>).

The following is a detailed timeline for the revision, development and implementation of academic content standards to meet the ESEA requirements in reading and mathematics. Washington State will use the Essential Academic Learning Requirements in reading and mathematics developed by Washington educators to guide the development of grade level content expectations for grades three through eight and will clarify high school level expectations.

Activity	Date
1. Form Content Review Committees to: <ul style="list-style-type: none"> a) Review the Essential Academic Learning Requirements; b) Review current research; c) Review grade level content expectation documents produced by LEAs and other state departments; and d) Prepare draft documents in reading and mathematics based upon the above tasks for public review. 	Summer 2002
2. Research: Inform LEA staffs and the greater community of the research in reading and mathematics that are being used to drive decision making at the state/national level.	June – September 2002
3. Expert Review: Contract with at least two reading and mathematics	Fall 2002

experts to review draft documents. Collect their comments and return comments to content review committees.	
4. Content Review Committees: Revise Draft I based upon expert feedback and create Draft II.	Fall 2002
5. Statewide Content Panels: Form statewide content panels for reading and mathematics, to review Draft II for final revision. The committees meet to: a) Review content of Draft II and make revisions as needed; and b) Review format and edit document to develop Draft III.	Winter 2003
6. Content Review Committees: Review Draft III with the state superintendent. After this review, Draft IV is prepared for statewide public review.	Winter 2003
7. Public Review: Deliver Draft IV for public review. Hold public forums across the state to inform the public of the proposed changes and to collect feedback on these changes. (These could be held by each of the nine ESDs and in highly populated areas of the state. Hold at least six reviews.)	Spring 2003
8. Final Document: Refine Draft IV based upon the recommendations collected and develop final document. (The content review committees will do this work.) The final document will be made ready for distribution at the 2003 OSPI Summer regional institutes.	Spring 2003

b) Timeline for Adopting Challenging Content Standards in Science

Academic content standards (EALRs) in science have been in place in Washington since 1998. These standards had not been developed when the 1994 consolidated ESEA application was submitted. The science standards follow the same format as the reading and mathematics standards and went through the same process of development. Specific benchmark and component level requirements on what students should know and be able to do are developed for all children at three grade spans (elementary, middle/junior high, and high school). The standards are rigorous and require higher level thinking on the part of all students. (Washington’s Science Essential Academic Learning Requirements are electronically accessible at <http://www.k12.wa.us>).

OSPI has determined that the next steps in clarification of what is expected of students be addressed during the 2003-2004 school year. A science content committee will refine the academic content standards across the three grade spans (elementary, middle/junior high, and high school.)

The following is a detailed timeline for the revision, development and implementation of academic content standards to meet the ESEA requirements in science. Washington State will use the Essential Academic Learning Requirements in science developed by Washington educators to guide the development of grade level content standards across three grade spans (elementary, middle/junior high, and high school.)

Activity	Date
1. Form Content Review Committees to: a) Review the Essential Academic Learning Requirements; b) Review current research; c) Review content standards (across three grades spans) produced by LEAs and other state departments; and d) Prepare draft documents in science based upon the above tasks for public review.	Summer 2003
2. Research: Inform LEA staffs and the greater community of the research in science that is being used to drive decision making at the state/national level.	June – September 2003
3. Expert Review: Contract with at least two science experts to review draft documents. Collect their comments and return comments to content review committees.	Fall 2003
4. Content Review Committees: Revise Draft I based upon expert feedback and create Draft II.	Fall 2003
5. Statewide Content Panels: Form a statewide content panel for science to review Draft II for final revision. The committees meet to: a) Review content of Draft II and make revisions as needed; and b) Review format and edit document to develop Draft III.	Winter 2004
6. Content Review Committees: Review Draft III with the state superintendent. After this review, Draft IV is prepared for statewide public review.	Winter 2004
7. Public Review: Deliver Draft IV for public review. Hold public forums across the state to inform the public of the proposed changes and to collect feedback on these changes. (These could be held by each of the nine ESDs and in highly populated areas of the state. Hold at least six reviews.)	Spring 2004
8. Final Document: Refine Draft IV based upon the recommendations collected and develop final document. (The content review committees will do this work.) The final document will be made ready for distribution at the 2004 OSPI summer institutes.	Spring 2004

c) Timeline for Developing and Implementing Assessments

The following is a detailed timeline for the development and implementation of assessments to meet the requirements of Section 1111(b)(3) in reading, mathematics, and science. Washington State continues to operate its assessment program in reading and mathematics in Grades 4, 7, and 10 and will develop and implement assessments in reading and mathematics in Grades 3, 5, 6, and 8, that measures the state’s academic content standards. Like the current state assessments in Grades 4, 7, and 10, these new assessments will follow the requirements of ESEA and U.S. Department of Education published guidelines, and they will be aligned with state standards. The timeline for the development of science assessments is also detailed. Note that the implementation for science assessments will occur in the spring of 2005. These assessments will be developed in consultation with LEAs.

Activity: (Note: all timelines and activities apply to assessments with and without accommodations and to alternate assessments.)	Date
1. Implement current assessment program in Grades 4, 7, and 10 in reading and mathematics.	Ongoing
2. Create a plan for the development of assessments in Grades 3, 5, 6, and 8 in reading and mathematics and science in Grades 5, 8, and 10 (including alternate assessments and assessing LEP students). This plan will include a more detailed elaboration of the steps outlined below.	December 2002
3. Administer voluntary operational assessments in science in Grades 8 and 10.	May 2003
4. Pilot science assessments in Grade 5.	May 2003
5. Conduct item development, review, and selection for Grades 3, 5, 6, and 8 pilots in reading and mathematics.	June 2003
6. Pilot assessments in reading and mathematics in Grades 3, 5, 6, and 8.	May 2004
7. Administer voluntary operational assessment in science in Grade 5.	May 2004
8. Administer assessments required in science in Grades 8 and 10.	May 2004
9. Administer voluntary operational assessments in reading and mathematics in Grades 3, 5, 6, and 8.	May 2005
10. Administer assessment required in science in Grade 5.	May 2005
11. Administer assessments required in reading and mathematics in Grades 3-8 and 10.	May 2006
12. Provide evidence that all newly developed assessments meet the requirement of Section 1111(b)(3).	December 2006

Title I, Part A administrative funds will not be used for development of new assessments during the 2002-2003 year. However, the agency will continue to devote approximately \$200,000 on assessment operations and administration, and results reporting, analysis and research. As the agency learns more about the cost of assessment development and new reporting and disaggregation requirements, and the other administrative requirements of the new law, it will re-evaluate expenditure patterns of its consolidated administrative funds.

Title VI formula funds will be used beginning in 2002 and continuing through 2005 to:

- Align the state learning standards to grade-specific learning benchmarks, and create items and pilots, administer pilots, score pilots, analyze data, test for reliability and validity, and construct operational assessments for grades 3, 5, 6, and 8 in reading and mathematics. Administration of operational assessments will occur in spring 2006 followed by standard setting, analysis and reporting.
- Administer voluntary pilots in science for grades 8 and 10 beginning in 2003. Administration of a required operational assessments for grade 8 and 10 science will occur in spring 2004 and for grade 5 science in 2005, followed by standard setting, analysis and reporting, respectively.

d) Timeline for Setting Academic Achievement Standards: Mathematics, Reading/Language Arts, and Science

The following is a detailed timeline for setting academic achievement standards in reading, mathematics, and science that meet the requirements of Section 1111(b)(1). These academic achievement standards will be developed in consultation with LEAs.

Activity: (Note all timelines and activities apply to assessments with and without accommodations and to alternate assessments.)	Date
1. Develop achievement descriptions for each level of performance for the current Grades 4, 7, and 10 assessments in reading and mathematics.	August 2002
2. Establish achievement descriptions and cut scores for each level of performance for science in Grades 8 and 10.	August 2003
3. Establish achievement level descriptions for each level of performance for assessments in reading and mathematics in Grades 3, 5, 6, and 8 in alignment with achievement descriptions for Grades 4, 7, and 10.	August 2003
4. Establish achievement descriptions and cut scores for each level of performance for science in Grade 5.	August 2004
5. Establish initial cut scores for each level of performance for assessments in reading and mathematics in Grades 3, 5, 6, and 8.	November 2005
6. Review and revise as necessary all cut scores in reading and mathematics in Grades 4, 7, and 10 to ensure a coherent assessment system.	November 2005
7. Implement complete system of academic achievement standards in all grades and subjects required by ESEA.	August 2006
8. Provide evidence that academic achievement standards have been adopted and meet the requirements of Section 1111(b)(1).	December 2006

Teacher Testing

There are several ongoing efforts in Washington that are aligned with ESEA requirements. These initiatives are:

- A basic skills test is required for admission to teacher preparation programs as of September 1, 2001.
- Performance-based endorsement competencies for elementary education, middle level and core academic area endorsements will go into effect September 1, 2003.
- Elementary education subject matter tests and state subject matter tests for middle and secondary will be available September 1, 2003 and required September 1, 2005.
- A statewide pedagogy assessment process will be field tested September 1, 2002 and required September 1, 2003.

Paraprofessional Testing

Based on input from an advisory group representing relevant stakeholders, the state plans to establish testing criteria, select an assessment model, establish standards for successful completion, and provide oversight for a basic skills test(s). It also plans to develop a curriculum and related assessment that addresses the "assisting in instructing" requirement and establish criteria for a portfolio that can be used by experienced paraprofessionals as one alternative to meeting the assisting in instructing requirement. The professional development that will be

developed to assist paraprofessionals will be delivered through a statewide system of technical assistance and will be aligned with student academic achievement standards.

e) Calculation of Washington State’s “Starting Point” for Adequate Yearly Progress (AYP)

By January 31, 2003, Washington state will provide a description of how the state calculates the starting point for determining Adequate Yearly Progress.

f) Definition of AYP: Students meeting proficient level; Graduation rate; Indicator for elementary and middle schools; Other indicators

By January 31, 2003, Washington state will provide a definition of Adequate Yearly Progress, including student proficiency, graduation rate, the indicator for elementary and middle schools, and other indicators.

g) Minimum number of students for statistical reliability

By January 31, 2003, the state will identify the minimum number of students, based on sound statistical methodology to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used, and justify the determination.

h) Single State Accountability System

The state currently has a statewide accountability system, which is based on assessments results. (NOTE: The current AYP criteria are outlined in **Attachment C.**) Changes to the current system will need to be made to meet the requirements of the new ESEA. The Academic Achievement and Accountability Commission (A+ Commission) has statutory authority to make modifications to the single statewide accountability system. By May 2003, the state will provide evidence that Washington’s single statewide system of accountability meets the new federal requirements. The plan for the adaptation of the accountability system cannot be finalized until the Department of Education issues guidelines. In the interim, the following actions have been taken or are planned.

Timeline to Modify Current Statewide Accountability System (A+ Commission and OSPI)	Dates
1. Discussions of ESEA between OSPI and Washington A+ Commission.	January – June 2002
2. “Running the numbers” using 2001 test data and following legislative language.	March 2002
3. Decision to use current system for 2002 test data and determining schools in improvement.	May 2002
4. Initial planning and coordination for additional indicators, data collection, report cards, etc.	July 2002

5. Development and approval of final indicators and plan when guidelines are received.	After receipt of ED guidelines
6. Preparation of report for submission to ED.	December 2002 - January 2003

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i) Languages Present in Student Populations to be Tested

In 2001-2002, there were 181 identified languages represented in Washington’s bilingual education program. The five primary languages include Spanish, Russian, Ukrainian Vietnamese, and Korean. However, of the 70,431 bilingual education program students in the state, 43,656 of these students speak Spanish (62% of the students who speak a language other than English). The second largest language group (Russian) includes only 5,233 students (7%). This is data from the 2000-2001 school year.

Currently, all of Washington’s assessments are in English only. The state does make available Spanish translations of the test’s Directions for Administration. Spanish is the first language group for which the state would develop assessments in reading and mathematics.

j) Annual Assessment of English Proficiency

All limited English proficient students are assessed at the beginning of their first year in the state Transitional Bilingual Program with an Oral Language Proficiency Test (OLPT) as per their listening and speaking skills in English. Furthermore, all Limited English Proficient (LEP) students are assessed annually beginning spring 2002 with the Washington Language Proficiency Test (WLPT). The WLPT is specifically designed to measure LEP students’ English language proficiency. This assessment will be utilized to determine if schools are making satisfactory and timely progress in transitioning LEP students into English proficiency. The WLPT measures students’ reading and writing proficiency, which research in second language acquisition clearly indicates are the last two modalities of a language to be mastered. Thus, based on empirical data gathered from thirty years of second language acquisition research, students scoring a level of “English Fluency” on the WLPT will be assumed to have acquired listening, speaking, reading, writing, and comprehension skills in English [e.g. Krashen, S., and Terrel, T. (1983). The Natural Approach: Language Acquisition in the Classroom. Hayward, CA: Alemany Press.]. Furthermore, LEP students will also be assessed with the state assessment (WASL), which does assess for “listening” and “comprehension” skills. The WLPT is particularly well aligned with the statewide assessment in reading and writing. The WLPT produces “English Fluency” scores that take into account the students’ age, grade level, and cognitive academic language proficiency. It is expected that students will move to English proficiency in an acceptable period of time dependent on the level of English proficiency of the student when he/she entered the school. OSPI has determined maximum time frames for schools to transition limited English proficient students to academic English proficiency.

- Students assessed at **Beginning** English Proficiency Level (LAS 1) —5 Years
- Students assessed at **Intermediate** English Proficiency Level (LAS 2) —3 Years
- Students assessed at **Advanced** English Proficiency Level (LAS 3) —2 Years

k) Standards of English Proficiency by Limited English Proficient (LEP)/English as a Second Language (ESL) Children

A statewide representative task force developed English as a Second Language (ESL) standards for the state's Limited English Proficient (LEP) students in (ESL) programs. These standards address the learning requirements LEP students are expected to know and be able to do regarding speaking, listening, reading, writing, and comprehension as required by Section 1111 (b) (1) of the ESEA. The Task Force worked to ensure these standards are aligned to the Washington Essential Academic Learning Requirements (EALRs) and to the national ESL standards developed by the Teachers of English to Students of Other Languages (TESOL). Further refinement of these standards will be achieved in 2002-2003 to establish outcomes and objectives for each of these standards.

Beginning with the 2002-2003 school year, schools and LEAs will track the academic progress, as measured by the statewide assessment (WASL), of all current and former LEP students. This requirement will be incorporated into every application for Title III and State Bilingual Education funds.

2. PROCESS FOR AWARDING COMPETITIVE SUB-GRANTS OR CONTRACTS

Cross-Cutting Strategy For Awarding Sub-grants

The general process for awarding competitive grants includes the following:

- Staff analyzes the legislation, program guidance, federal and state goals, and identifies the key program components that can further or support the achievement of the federal and state goals.
- Staff review research and practice knowledge to identify program components that need to be included in RFPs and program evaluation.
- An RFP and scoring rubrics are prepared for the competitive proposals.
- Notices of the availability are put on web, sent by e-mail, or regular mail.
- Competitive proposals are received by a specified date.
- Proposals are logged and prepared for review.
- A panel of reviewers representing different educational stakeholder groups is convened, oriented as to the program priorities and scoring rubrics, and assigned proposals to read and score.
- Reviewers discuss their scores and the overall ranking of proposals.
- If high quality proposals need to make changes (e.g. cut the size of the budget or make other modifications), staff then contact the applicants.
- Notices of awards/non-awards are sent to applicants.

OSPI's grant system, which now provides coordinated applications, will be updated and aligned with the new ESEA requirements to support further coordination and alignment of LEA plans and applications.

Washington's federal grant applications are managed through an e-grant system currently called WebApps. This was developed after the 1994 reauthorization as a method of coordinating and streamlining the grants applications for the LEAs and OSPI. The feature in WebApps that pulls

all ESEA programs into alignment is the initial required section entitled "Summary Pages". All applicants must identify how they are meeting coordination expectations by identifying common elements of the applications that include alignment for curriculum, instruction, school improvement planning, parental and community involvement, private school participation, professional development, and other key activities that are crucial to the success of all federally funded supplemental programs.

a) Title I, Part B: Even Start Family Literacy

Process for Submission of Applications

OSPI has developed a competitive grant application and a separate continuation application. The competitive awards are made for a four-year period, and the continuation applications are submitted annually with an updated plan of operation and continuous program improvement, budget, and a summary of annual progress in meeting their program objectives, adult and child performance indicators and quality program implementation indicators. The applications are made available through our electronic grants application system. The Washington Family Literacy Advisory Committee members review the applications annually and participate on the grant review panel.

Competitive and continuation applications are made available in May. Both applications are due the second week in July. Continuation awards are determined prior to making awards for competitive applications. Applicants are notified of awards in August. The fiscal year for Even Start program commences September 1st and ends August 31st of each year. Applicants are notified in the application of the opportunity to request a three to six month start up period before full implementation is required.

Local independent evaluations, and statewide data reporting regarding program and participant performance is due to OSPI prior to the deadline for continuation application, and is a requirement for submission of a continuation application. All applications are read and scored by the same review team. Continuation funding decisions are based on information submitted in the application, annual data reporting, local independent evaluations, monitoring results and site visit observations. Continuation awards are made based on progress in meeting program objectives, indicators of participant performance for adults and children, and program quality, compliance with the Even Start statute and fiscal management.

Required Documentation

The applications must include documentation that the eligible entity has the qualified personnel needed to develop, administer, and implement an Even Start program, and be able to provide access to the special training necessary to prepare staff for the program, which may be offered by an eligible organization.

Each application shall also include a plan of operation and continuous improvement for the program that will include a description of the program objectives, strategies to meet such objectives, and ways they are consistent with the program indicators established by Washington State. A description of the activities and services provided under the program, including a description of how the program incorporates the fifteen program elements required by Section 1235 of the ESEA will be included as well as a description of the population to be served and an

estimate of the number of participants to be served. As appropriate, a description of the applicant's collaborative efforts with institutions of higher education, community-based organizations, OSPI, the ESDs, private elementary schools, or other eligible organizations in carrying out the program for which assistance is sought will be requested.

A statement of the methods that will be used will also be required:

- To ensure that the programs will serve families most in need of the activities and services;
- To provide services to individuals with special needs, such as individuals with limited English proficiency and individuals with disabilities; and
- To encourage participants to remain in the program for a time sufficient to meet the program's purpose.

A description of how the plan is integrated with other programs under this Act or other Acts will be included as well as a description of how the plan provides for rigorous and objective evaluation of progress toward the program objectives and for continuing use of evaluation data for program improvement. The application will be posted on Washington's electronic grant system and its availability made known to eligible applicants through comprehensive electronic and printed announcements.

Priority for Sub-grants

OSPI will give priority for sub-grants under this subsection to applications that target services primarily to families in which the parent or parents are eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act or are within the state's compulsory school attendance age range, so long as a LEA provides (or ensures the availability of) the basic education component under this part, or who are attending secondary school; and who's children are birth through seven years of age. Priority will be given to projects serving a high percentage or a large number of children and families who are in need of family literacy services, as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators. Projects located in areas designated as empowerment zones or enterprise communities will also be given high priority. Additional priorities for funding include applications that target low performing schools or schools identified for school improvement, and describe how the program will assist students in meeting the State Student Education Goals and the Essential Academic Learning Requirements, including the State Birth to Five Frameworks for Achieving the Essential Academic Learning Requirements in Reading, Writing and Communicating.

Selection Process

OSPI will establish a review panel consisting of at least three members, including one early childhood professional, one adult education professional, and one individual with expertise in family literacy programs, and may include other individuals, such as one or more of the following:

- A representative of a parent-child education organization;
- A representative of a community-based literacy organization;
- A member of a local board of education;
- A representative of business and industry with a commitment to education;
- An individual who has been involved in the implementation of programs under this title;

- Members of the Washington Family Literacy Advisory Committee, which includes a variety of representation across school districts, federal programs, state agencies, programs for adults and children and public libraries, and parents.

This panel will review and approve applications that are most likely to be successful in meeting the purpose of this part and effectively implement the program elements.

Successful applications will:

- Demonstrate that the area to be served by such program has a high percentage or a large number of children and families who are in need of such services as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators. Other need-related indicators may include high percentages of children to be served by the program who reside in a school attendance area eligible for participation in programs under part A, a high number or percentage of parents who have been victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a state program funded under Part A of Title IV of the Social Security Act (42 U.S.C. 601, et seq.);
- Provide services for at least a three-year age range, which may begin at birth;
- Demonstrate the greatest possible cooperation and coordination between a variety of relevant service providers in all phases of the program;
- Include cost-effective budgets, given the scope of the application;
- Demonstrate the applicant's ability to provide the non-federal share outlined in Section 1204(b);
- Are representative of urban and rural regions of the state; and
- Show the greatest promise for providing models that may be adopted by other family literacy projects and other local education agencies.

Sub-grants under this part may be awarded for a period not to exceed four years. In awarding sub grant funds to continue a program under this part after the first year, OSPI will review the progress of each sub-grantee in meeting the objectives of the program and evaluate the program based on the indicators of participant performance and program quality developed by the state. An eligible entity that has previously received a sub-grant under this part may reapply for additional sub-grants. The federal share of any sub grant renewed after the eighth year will be limited to 35 percent of the total project costs.

The selection criteria and priorities indicated above promote improved academic achievement by funding programs that target the highest need families and have the capacity to deliver high quality, research-based activities. Using successful models to provide Even Start services prepares children and their parents to be successful learners and gives parents the skills to support their children's academic achievement. Even Start promotes the academic achievement for children at risk of school failure, promotes English acquisition for LEP students and their parents, and promotes high school graduation for teen parents at risk of school failure and completion of secondary education for adults with low literacy skills.

b) Title I, Part C: Education of Migrant Children

Background

Washington State's Migrant Programs currently fund 79 LEAs and provide educational and support services to the 17,000 migrant students enrolled in the MEP funded projects in the state.

Timelines

The special needs of migrant students are a significant concern of Washington educational systems. Services have been provided for several years, including the Spring 2002 addition of an English language proficiency assessment. The Washington Language Proficiency Test (WLPT) will provide important information for improving the relevance of curriculum and instruction for the eighty percent of migrant students that are classified as English language learners. A continuing state effort is the statewide secure student identifier system that improves the ability to provide quality services to mobile students.

Migrant program funds are used to provide comprehensive programs that receive ongoing technical assistance and compliance reviews from OSPI.

Process to Award Sub-grants

The process for sub-grants include the following:

- Eligible entities are notified and provided technical assistance in understanding program requirements and developing applications of a sub-grant funding.
- OSPI ensures that applications address the unique needs of migrant students by:
 - Demonstrating that programs will meet the needs of students and lead to the following prioritized outcomes:
 - Migrant students are on course to high school graduation through age 19.
 - Migrant students will attend school a minimum of 95 percent of the time enrolled.
 - Migrant students, who are English language learners, will acquire English proficiency through the state Bilingual Education program within five years, as measured by the Washington Language Proficiency Test (WLPT).
 - Migrant students, who have an interruption of regular school attendance and are at risk of not meeting state standards, are the highest priority.
 - Limiting the maximum amount of funds a LEA may apply for based on:
 - The average monthly enrollment of migrant students (adjusted for out of school, migrant school age children).
 - Migrant students in grades 2-12 course to graduate (within two years of grade/age placement).
 - A small school factor in the allocation of funds for smaller migrant schools.

Selection Criteria and Academic Achievement

Successful Applicants:

- Employ strategies and methods for migrant student learning, teaching, and effective school management based on scientific reading research and statewide needs assessment priorities.
- Integrate a comprehensive design for effective school functioning that includes attention to components identified by a needs assessment of migrant students and their families.

- Provide high quality and ongoing teacher and staff professional development.
- Include measurable goals for student achievement and benchmarks for meeting such goals, which are supported by teachers, administrators and staff.
- Provide resources and support for teachers, administrators and staff.
- Maintain a program of meaningful involvement of parents and the local community in planning, implementing and evaluation of school improvement activities.
- Include a plan for ongoing evaluation and feedback.
- Identify research based programs and practices that can improve student learning and achievement.

Priorities for funding are implemented:

- Based on an allocation developed with input of a practitioner’s committee that results in maximum amount available to the entity.
- Sub-grant funds are awarded based on articulated needs within the priorities of identified migrant students and follow statewide priorities.

Priorities for Program Services

- Funded schools and those in improvement will continue to receive training and materials on scientific reading research programs to better meet migrant students’ academic needs.

c) Title I, Part D: Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk—(Subpart 2 - Local Agency Programs)

Background

The purpose of the Local Agency Program is to support local education programs that involve collaboration with locally operational correctional facilities. Funds may be used to:

- Carry out high quality education programs to prepare children and youth for secondary school completion, training, employment or further education.
- To provide transition activities for children and youth from correctional programs to further education or employment.
- To operate programs in local schools for children and youth returning from correctional activities, and programs for at-risk children and youth.
- For Washington state, these limited funds are focused on neglected and delinquent youth residing in local juvenile detention centers and group homes. At each facility, the basic education program is provided by the local school district, creating a clear linkage between the institution education program and the community based public school system. Within these programs, the intent is to supplement the basic education of these youth and support their transition as they return to the community.

Timelines

Federal law allows the state to choose between a formula driven or competitive grant process. As indicated, Washington state chooses to provide Title I, D, subpart 2 funding through an annual entitlement process (formula driven) to provide balanced access to the limited funds available. Each entitlement is based on the LEAs identification of students meeting the reporting requirements for this population on an annual basis. Funding for each program is based on a per pupil expenditure formula, derived at by dividing the total funding by the total students meeting

the reporting requirements. These supplemental services funds are in addition to the basic education apportionment received from the state and are used the duration of the 220 day school year in each facility. Funding can be carried over to the next school year with state guidance to minimize the amount of carryover to 15% unless a waiver is requested by the district.

Selection Criteria

Due to the non-competitive, formula driven process, the programs are self-selecting as they must meet the reporting criteria for neglected and delinquent youth. LEAs are informed on an annual basis to complete the Annual Report of Neglected or Delinquent Children in Local Institutions, as applicable. Completion of this report provides the local data necessary for the LEA to receive an entitlement for the coming year.

These programs are part of the institution education administrators network. These educators meet quarterly to share ideas, concerns and strategies for assessment, short term instruction, and transition activities. An annual conference, supported through special education mini-grants, promotes the sharing of best practices and current research on what works for youth in these short-term educational settings.

Priorities

All program content is based on the Local Educational Agency determination, with curriculum alignment to the essential academic learning requirements. Other educational priorities for these youth may include survival skills training, pre-employment skills training, portfolio development and other activities designed to promote the student's ability to transition back to the community successfully. Based on individual assessment, the exposure of these youth to additional educational assistance, along with creating linkages to the community for the continuation of education and training experiences, promotes improved academic achievement.

Each program is visited on-site and reviewed at a minimum of every three years by the SEA Consolidated Program Review Team, monitoring for compliance with federal law and state guidance for these programs.

d) Title I, Part F: Comprehensive School Reform

Process to Award Sub-grants

In the time since the initial Comprehensive School Reform Demonstration (CSR) Grants were awarded in 1998-99, this program has reached 49,580 students. Washington State is currently operating CSR programs in 63 schools. The competitive grant process for the 2002-2003 school year has recently been completed and of the 41 applications received, 20 met or exceeded the required threshold for funding and will be awarded for implementation in the coming year. With the first round of CSR grants in 1998, OSPI established the standard that applications must be scored at 80 percent or more of the total possible points to be funded. That requirement remains in place and we propose continuing this standard for future awards. Maintaining a high threshold and requiring that the proposed model will address the identified needs assures progress toward increased academic achievement for students.

Washington's schools have utilized their CSR grants in a host of different ways, using 28 different research-based models to address the unique needs they have identified in their needs

assessment process. Regardless of the model chosen for implementation, all schools in the program participate in a uniform evaluation process. The evaluation includes tracking benchmarks for the progress of each of the required components in the law. Each fall an evaluation workshop is held for the new grantees to familiarize them with the evaluation instrument and process and to emphasize that the evaluation is a powerful tool for them to use in meeting their academic improvement goals.

Timelines

OSPI developed an RFP to be distributed to eligible LEAs and schools. Eligibility is based on schools that are in Title I improvement status or schools where less than 40 percent of the students met the WASL reading and mathematics standards. Grant awards are based on the highest number of points given to the application by a panel of readers made up of principals, teachers, OSPI staff, ESD staff, and other knowledgeable persons. There is a potential of 340 points plus 30 points for schools in Title I status. Technical assistance for developing the application is provided by OSPI and the regional ESDs.

Successful applicants:

- Use research-based programs with strategies and methods for teaching, learning, and school management.
- Use a comprehensive school improvement program directed toward increased student learning and achievement and based on a needs assessment.
- Provide high quality and ongoing teacher and staff professional development.
- Use measurable goals for student academic achievement and benchmarks for meeting such goals.
- Select a program supported by teachers, principals, administrators, and other school staff.
- Provide support for teachers, principals, administrators, and other school staff.
- Provide for meaningful involvement of parents and local community in planning, implementing, and evaluating school improvement activities.
- Use high quality external technical support and assistance from an entity that has experience and expertise in schoolwide reform and improvement that may include an institution of higher education.
- Include a plan for the annual evaluation of the implementation of school reforms and the student results achieved.
- Identify state, local, and private resources that will be used to coordinate services to support and sustain the reform effort.
- Have been found through scientifically based research to significantly improve the academic achievement of participating students.

Priorities

Funding priorities are assigned to:

- Schools in Title I Improvement.
- Schools where less than 40 percent of the students met WASL reading or mathematics standards.

Priorities for Program Services

- OSPI currently works with 25 schools that receive targeted assistance and collaborative support for school improvement. These low performing schools are involved in an intensive intervention process that includes an educational audit, a trained school improvement facilitator, development of a plan and performance agreement, and ongoing professional staff development to implement school reforms that will produce increased student achievement. Additional schools will be added in 2002-2003. Where appropriate, CSR grants may supplement the schools receiving targeted assistance to further increase the likelihood of transforming these struggling schools.
- Efforts to support low performing schools and increase student achievement in reading and mathematics are a key strategy for achieving state improvement goals.

Effect of Criteria on Improved Academic Achievement

Washington uses the criteria established in, and required by, the law. Faithful implementation of the components incorporated in the required criteria has provided good results in improved academic achievement for most Washington LEAs. Changes in student achievement using the criteria and priorities currently in place have been substantial. From a baseline of none of the schools showing student proficiency in reading and/or mathematics at or above the State average on the WASL, the following results show the progress made in the time they have been implementing their CSR grants.

- Schools in year 1 of implementation: Data not yet available
- Schools in year 2 of implementation:
 - Math - 82% of schools had averages at or above the state average
 - Reading - 48% of schools had averages at or above the state average
- Schools in year 3 of implementation
 - Math - 68% of schools had averages at or above the state average
 - Reading - 37% of schools had averages at or above the state average
- Schools who had funds for three years and carried over funds to year 4
 - Math - 73% of schools had averages at or above the state average
 - Reading - 44% of schools had averages at or above the state average

Schools not showing improvement in student achievement are struggling with factors that are difficult to control regardless of the strength of their commitment to success. Factors that impeded CSRD schools' ability to increase student achievement have been identified as:

- Poverty rates greater than 80 percent
- Student mobility rates greater than 40 percent per year
- Teacher mobility rates greater than 25 percent per year
- Changes in Principal leadership because of retirements or transfers
- A high number of teachers with limited teaching experience (less than five years)

While some of these issues cannot be controlled by the resources provided within the ESEA, OSPI is committed to leveraging the newly provided flexibility and additional funding in the ESEA to help schools in school improvement tackle these problems using scientifically research-based best practices to increase student academic achievement.

e) Title II, Part A: Teacher and Principal Training and Recruitment Fund (Subpart 3) – Sub grants to Eligible Partnerships

Process to Award Sub-grants

The Eligible Partnerships shall include:

- A higher education agency and the division of the institution that prepares teachers and principals.
- A school of arts and sciences.
- A high-need local education agency.
- Other local education agencies, nonprofit educational organization, another institution of higher education, nonprofit cultural organization, early childhood program, teacher or principal organization or business may also be included.

This program is administered by the Washington Higher Education Coordinating Board (HECB). OSPI Title II Part A staff will collaborate with the HECB where appropriate; establish statewide priorities, develop RFP, develop selection criteria for sub-grants based on analysis of high-need LEA data generated through school improvement processes conducted at the LEA and building level.

Timelines related to statutory requirements:

May 1, 2002- May 31, 2002: Prepare consolidated application
Pre-plan for program

June 1, 2002 - Aug 16, 2002: Convene work teams to:
Establish priorities
Develop RFP and scoring rubrics
Develop public announcement process
Establish selection criteria for competitive review process
Identify data collection and reporting requirements

Aug 19, 2002: Distribute RFP

Oct 18, 2002: Deadline for RFP responses

Oct 21, 2002-Nov 22, 2002: Convene review panel- review and score proposals

Nov 25, 2002- Jan 31, 2003: Negotiate the terms and deliverables of proposals
Process successful proposals to awards
Discuss high quality professional development and evaluation of effectiveness with sub-grantees
Provide technical assistance

Feb 1, 2003-March 31, 2003: Provide on-going technical assistance
Sub-grantees complete implementation planning

April 1, 2003-Aug 31, 2004: Sub-grantees deliver professional development
Monitor and provide technical assistance to sub-grantees via phone follow-up, desk reviews of documentation, and annual site visits

Aug 31, 2002: After this date monitor any carry-forward of these sub-grants

Dec 1, 2003 and Dec 1, 2004: Submit annual report to
Department of Education

Selection criteria and how they improve academic achievement

OSPI and the Higher Education Coordinating Board (HECB) collaborate to identify specific selection criteria for these sub-grants. The professional development delivered through this program will be required to focus on the specific needs of teachers, high quality paraprofessionals and principals in high need LEAs and in particular, low performing schools within such LEAs. Priority will be given to low-performing schools under school improvement as identified in Title I Sec. 1116. Equitable geographic distribution will also be considered in selection criteria.

RFP development is established on the components of high quality, results-driven professional development (Section 9101(34) of No Child Left Behind) based on the gap analysis between student achievement and student learning expectations related to Washington state academic content standards. Participation of teachers, high quality paraprofessionals and principals in the Institute of Higher Education's (IHE) teacher and principal preparation and professional development programs and school of arts and sciences partners will be required in the development of the professional development proposal.

Priorities and how they improve academic achievement

Priority is given to low-performing schools within LEAs. By offering intentional, focused professional development opportunities to teachers, principals, and highly qualified paraprofessionals in these schools which are specifically aligned to student academic achievement goals, the academic achievement of students will improve.

A review panel of expert K-16 educators and stakeholders will review and score proposals. Sub-grants will be awarded based on the merit of the proposal as it relates to established criteria identified to improve content knowledge and pedagogical skills of classroom teachers, highly qualified paraprofessionals and principals; instructional leadership skills of principals; and technical assistance to assist LEAs in the use of Washington's state academic content and achievement standards and assessments to improve teaching and learning. Equitable geographic representation will also be considered. Criteria to improve content knowledge, pedagogical skills, and instructional leadership skills will be based on scientifically based research.

f) Title II, Part D: Enhanced Education Through Technology

Process to Award Sub-grants

Fifty percent of the available LEA technology funds will be distributed to eligible applicants on a formula basis. The remaining 50 percent will be used for a competitive grants program. A feature of the competitive grants program will be the use of a Technology Index to determine needs.

Title II, Part D funds for technology in Washington state will be distributed for the 2002-2003 school year via the state's "NO LIMIT" Project (New Outcomes and Learning Improvement in Mathematics, Integrating Technology). The Project goal is to improve proficiency for middle school mathematics students. The NO LIMIT project develops classroom models where middle school students are using technology-infused, project-based learning to improve their

achievement in mathematics. Performance indicators of successful implementation have been developed and are being evaluated by the Woodring Applied Research and Development Center at Western Washington University (WWU). Indicators include monitoring student progress every six weeks, classroom observation of teachers, teacher logs, and use of a dedicated website to support the project and provide immediate intervention if a teacher is not being successful. An interim evaluation report from WWU indicates that the anticipated results are developing at the pace expected. The performance objective is to increase scores on the mathematics portion of the 7th Grade WASL for students who have participated in the project during 6th and 7th grades. The WASL that will be administered in spring 2003 will be the data source to measure the level of success.

Our goal for the allocation portion of the grant is for more teachers to be trained in the integration of technology into the curriculum, increased utilization of research-based project models, and increasing student technology literacy. We, and the LEAs, have modest expectations for how much improvement can be identified as resulting from an allocation of approximately \$4 per student statewide. Data sources to be used will be the technology index, updated technology plans, and information collected in the end-of-year reports.

Timelines related to statutory requirements

- In May of 2002 (or May of each grant year), LEAs were notified via WebApps group email of grant availability.
- In May of 2002, RFP's were made available to LEAs.
- In May of 2002, recipients were notified of pending approval.
- In July of 2002, upon notification of pending approval, the LEA was provided login instructions to the Web Apps Competitive System, an area of the state's electronic grant application system.
- In August of 2002, LEAs completed the required pages in WebApps, such as contact information and the Federal and State Budget Matrix.
- In August of 2002, LEA WebApps global administrators sent a request for review and approval email to the OSPI program manager.
- In September of 2002, OSPI staff reviewed and processed the budget and contact information, and provided a final approval response.

Selection criteria and how they prioritize those with technology and economic need.

To determine eligible LEAs for competitive grants, OSPI has created a Technology Need Index based on the following:

- Percentage of students in poverty;
- Percentage of students scoring below competency in reading and mathematics on the WASL;
- Percentage of students from ethnic minorities;
- Percentage of migrant students;
- Percentage of students receiving Special Education services;
- Percentage of students for whom English is a second language; and
- Ratio of students to computers.

Applications are disseminated to eligible districts and schools through comprehensive electronic and print distribution systems. During the application period, technical assistance is provided by OSPI through individual consultation and video-conferences. OSPI also coordinates with the technology coordinators in each of the state's nine ESDs to provide additional assistance in application development to those schools that are especially high need.

When applications are received by OSPI, they are reviewed and scored by a committee composed of technology coordinators, curriculum specialists, OSPI staff, ESD representatives, teachers, and principals. The scoring rubric assures that only those proposals with a strong possibility of success will be awarded a competitive grant. During the grant period, constant technical assistance and oversight is provided through structured training provided by OSPI and ESDs.

Priorities of competitive grants and how they promote academic achievement

Data collected from previous projects shows that the academic achievement gap is decreased when technology levels the playing field for all students by providing resources to high need students. A district may apply for grants for one or more middle schools in the district. Priority was given based on:

- The percent of Grade 7 students in the building scoring at Level 1 or 2 on the Math WASL.
- The average percent of students for all buildings in the cluster eligible for free and reduced lunch.
- The average technology need for all buildings in the cluster.

g) Title IV, Part A, Section 4112: Safe and Drug-Free Schools and Communities

Process to Award Sub-grants

The Governor's portion of the Safe and Drug-Free Schools and Communities (SDFSC) Act is currently and will continue to be administered by the Office of Community Development (OCD), within the Department of Community, Trade and Economic Development (CTED). CTED uses this reservation to partially fund a program called Community Mobilization Against Substance Abuse and Violence. This program awards competitive grants and contracts to community-based organizations to carry out a comprehensive State plan for the provision of safe, orderly, and drug-free schools and communities.

The Office of Community Development awards countywide grants to community-based organizations on a competitive basis, using a peer review process that meets the Principles of Effectiveness.

Timelines

OCD will implement a competitive grant award process effective Spring/Summer 2003. A peer review panel will be assembled and trained in the review criteria and methodology in April 2003. The peer review panel will complete its scoring of applications and make recommendations for funding to the OCD Director by late May 2003. This criteria and process is designed to align with the principles and requirements of OSPI's comprehensive plan for the provision of safe, orderly, and drug-free schools and communities. Grants are awarded on an annual basis.

Criteria

OCD awards grants based in general on the degree to which proposed activities will foster a safe and drug-free learning environment that supports academic achievement. Further, grant awards are based on the quality of the program or activity proposed and on the how the program or activity meets the principles of effectiveness. Award criteria include a review of the following elements:

1. Demonstrated capability of the applicant to administer quality substance abuse and violence prevention programs that are based upon the principles of effectiveness.
 - a. Programs must participate in a collaborative risk and protective factor assessment process that includes all substance abuse and violence prevention partners throughout the county. Required partners include, at a minimum, representatives from local schools; law enforcement; treatment; local government, tobacco prevention, and the community, including youth and parents. This process requires a review of available data from the statewide Healthy Youth Survey (survey of youth health behaviors, risk and protective factors, and incidence and prevalence of substance abuse and violence), archival data, and local sources. Prioritization of need and selection of programs to be targeted to receive resources must then be based upon that objective review of the data.
 - b. Applicants must design their programs using the above assessment process to prioritize their risk and protective factor goals and objectives. Applicants use a logic model format to outline their targeted risk and/or protective factors goals; target groups, prevention activities to be implemented, near- and long-term objectives, measurement instruments, timing of baseline measurements, and timing of post-service measurements. In addition, applicants must support their logic model outline with a narrative description of their program.
2. Applicants must demonstrate their adherence to the science-based "Communities That Care" operating system. A large part of an applicant's consideration for funding will be based upon how well they organize their communities to address their unique substance abuse and violence issues and concerns, in order to support safe, orderly, drug-free schools and communities. It is expected that a part of this collaborative organizing effort will focus on the applicant's partnering activities and efforts with those local schools that fall within their geographic service area, to continually foster and promote a safe and drug-free learning environment that supports academic achievement.
3. Applicants must report on the achievement of their plans and objectives on a semi-annual basis. Reporting information collected is both qualitative and quantitative in nature.
4. Applicants must agree to participate in ongoing program evaluation efforts that are supported at the state level. These efforts include undertaking qualitative and quantitative outcome evaluation tasks, with technical assistance and training provided by expert research staff supported at the state level. Results of such evaluation activities, which will be compiled and analyzed at the state level, will be returned to the applicant in order to assist the applicant in improving their future program efforts.

Priority

In awarding grants to community-based organizations, OCD gives priority to programs and activities that prevent illegal drug use and violence for children and youth who are not normally served by State Educational Agencies or Local Educational Agencies, or for populations that need special services or additional resources (such as youth in juvenile detention facilities, runaway or homeless children and youth, pregnant and parenting teenagers, and school dropouts). Special consideration is given to grantees that pursue a comprehensive approach to drug and violence prevention that includes providing and incorporating mental health services related to drug and violence prevention in their program. This priority is included in all required application submittal documents.

The Director of the Department of Community, Trade, and Economic Development is:
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Community, Trade and Economic Development
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Olympia, WA 98504-2525

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Susan Roberts, Program Manager
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h) Title IV, Part A, Section 4126: Community Service Grants

Process to Award Sub-grants

The SEA proposes to create a competitive grant application that will be made available to those schools in the state who provide alternative educational opportunities to children and youth who have been expelled or suspended from school. The state has established an annual timeline for activities under this section of the law, and will target grants to those applicants and practices most likely to yield results for these students.

Timeline

July 2002: OSPI, along with local educators, develops RFP and scoring rubric
August: Annual notification to schools that RFP is available.
September: Technical assistance provided to schools on application process
October 15: Deadline for proposals from schools
October: OSPI convenes review committee to score applications
November: Notification of successful applications
Nov. – June: Technical assistance, program review, and monitoring

Criteria and Academic Achievement

The criteria used to determine which applicants receive funding will be:

- Number of students to be served;

- Evidence of a sustainability of the effort;
- Evidence that the chosen service learning project can be replicated;
- Evidence of a partnership with a community organization and that organization's willingness to help provide meaningful service learning (community service) opportunities or evidence of partnership with an elementary school in which alternative school students will provide mentoring and tutoring for younger students (when appropriate);
- Commitment from the administration and faculty to participate in professional development workshops on linking service to learning and incorporating community service into the curriculum;
- Evidence of supervisory capacity for proposed service-learning projects;
- A budget and budget narrative; and
- Plan for use of research-based practices of effective service learning;
- Educational goals and indicators;
- Student involvement in design, implementation and evaluation of projects.

These criteria will assure improved academic achievement, because students will demonstrate improved outcomes on standardized assessments, classroom based evidence models, and self-reflection. The criteria above are reflective of practices that have yielded such results in national research.

Priorities and Academic Achievement

Priority will be given to schools that have the largest number of students who could be served with this grant and show the best evidence that they will implement research-based practices. The SEA will convene a review committee to score the applications based on a rubric that reflects the points possible on each section of the application. Those schools scoring highest on the application will be awarded grants. Technical assistance to the eligible schools will be provided by the SEA during the application process by providing individual consultations and video conferences.

Washington has a strong history of creating and sustaining robust service learning programs for students of all ages and all levels of capability. By structuring this program at the SEA as a coordinated effort of our Title IV and Title V Coordinators, Learn and Serve Specialist, our Student Involvement Intern, and our Program Supervisor for Alternative Education, we anticipate a successful effort that will benefit a segment of our student population that is too often underserved.

i) Title IV, Part B: 21st Century Community Learning Centers

Background

Since the 21st Century Community Learning Centers initiative began in 1998, school districts across Washington have applied for and received funding. Currently there are 52 programs that have been awarded funding to provide safe, educational after school programs for youth. Although this is a new program to OSPI there is a history of successful out-of-school programs in Washington State.

Process

OSPI will be designated as the agency responsible for the administration and supervision of the 21st Century Community Learning Centers (CCLCs). OSPI is working in collaboration with an advisory group to identify the key procedures, selection criteria, and priorities the state will use to award competitive sub-grants.

Timelines

The 2002 LEA application timeline will be:

- March thru May—Advisory Group created and developed guides and timelines
- June 12th -- Pre-application notice with parameters of the grant requirements and submittal dates
- July—Peer review team assembled and rubric developed for evaluating grants
- August 2nd – Request for Application Available
- August 14th, 15th, and 16th – Bidder’s Conference at 3 sites (Yakima, Spokane, Olympia)
- Collaborative conference with “Schools Out Washington.”
- September—Training of Peer Reviewers
- October 4th – Applications due to OSPI (Peer Review of grants)
- November 1, 2002 – OSPI announces Grant Awards
- Winter—Establish evaluation design
- January 2003—Implementation of programs by grantees
- Clearinghouse established at OSPI
- Spring 2003—Professional development conference (Annually throughout the duration of the grant)
- Summer Institutes 2003—Technical Assistance and Professional Development (Annual Statewide Events)
- Fall of 2003—Professional development conference (Annually throughout the duration of the grant)
- Periodic—Site visits
- Annual review—November 2003

Selection Criteria Used to Award Competitive Grants

The selection criteria will require applicants to provide:

Need for Project

- Demonstration of need for the project with documented active collaboration between the school the students attend, the district, families and either the community based organization, faith based organization, or other public or private organization.

Quality of the Project Design

- Demonstration of experience or promise of success in providing activities that complement and enhance the academic performance of the students;
- Documentation of how planned activities are expected to improve student academic performance;
- A description of parent/family involvement in the development of the program;
- A description of how the activities will meet the principles of effectiveness;
- A description of services offered during non-school hours to be based on experience and research; and

- A description of the process for dissemination of information about the program.

Adequacy of Resources

- Identification of coordinated programs and partners;
- A plan for on-going partnerships and development of sustainable goals; and
- A plan for meeting transportation needs of participating students.

Quality of Management Plan

- Identification of previous experience with similar amounts of funding;
- Documents proving fiduciary responsibility as demonstrated through annual audits and other reports;
- Evidence of achievement of goals set;
- A documented plan for communication and linkage with the school district and school site; and
- A description of staff recruitment, training, and retention strategies.

Quality of Project Evaluation

- Demonstration of the capacity to provide evaluation data;
- Commitment of adequate resources for the evaluation component;
- A description of the comprehensive, rigorous evaluation of program effectiveness that the applicant will design;
- A plan to use evaluation results to refine, improve, and strengthen program; and
- A plan to disseminate evaluation information to the public.

Effect of Criteria on improved academic achievement

The selection criteria will promote improved academic achievement through programs built on need in the community, effective practices, research and experience, committed partnerships, clear communication, and continual evaluation of program designs.

Priorities Used to Award Competitive Sub-grants

OSPI will award grants to eligible entities using the following established priorities:

- The entity that will primarily serve students who attend schools identified for improvement or serving schools has a high concentration of poor students;
- The application is submitted jointly by at least one LEA receiving funds under Title I, Part A and at least one public or private community organization;
- The application focuses on reading and mathematics and is aligned with the local content and the state's academic standards; and
- The entity offers opportunities for literacy services to family members of students in the program.

Effect of Priorities on improved academic achievement

The established priorities will provide an academic achievement focus through targeting schools in need of improvement, reading, and mathematics in an extended learning activity as well as increasing the involvement of families in their student's learning.

Technical Assistance and Professional Development

OSPI will use the state level activity funds to help implement programs and meet performance goals and objectives through monitoring, professional development, and technical assistance.

Monitoring—Monitoring will be completed through an annual evaluation and site visits throughout the grant period by OSPI staff.

Professional Development—Washington will offer professional development opportunities through current annual statewide Summer Institutes. The Summer Institutes occur at four different sites across the state. Additionally, at least two 21st CCLC conferences (Spring and Fall) will be offered using out-of school community based training organizations in the state, and the National Center of Community Education Regional Task Force.

Technical Assistance—Washington will provide support and assistance by identifying and training on implementing effective instructional programs and practices based on scientific research. This information will be shared at the conferences and through individual visits when requested by 21st CCLC sites. Also, OSPI staff will be available for consultation by phone and email.

Dissemination—The 21st CCLC advisory group will assist in identifying, collecting and disseminating effective instructional programs, practices, resources and scientific research. A variety of means will be used to disseminate the information to the public, including the use of technology. Washington State's K-20 network will be used for dissemination to the education community. Central to dissemination is the establishment of a clearinghouse by January 2003.

Evaluation by OSPI

Washington State will build a system using the performance indicators, and performance measures and information from "Standards for Quality School-Age Care", National School-Age Care Alliance; "After-School Programs and the K-8 Principal", National Association of Elementary School Principals; and the "Five-Tiered Approach to Program Evaluation", Harvard Family Research Project.

Assurances and Other Information

The program must be at least available and accessible on an alternative site as it would be on a school site. The LEA and school site must be in agreement regarding the location of the program. OSPI will make awards of no less than \$50,000 per site and will offer a five-year grant period. A match will not be required. The grant entity will be asked to identify funders as it relates to their sustainability plan. OSPI will require a plan for attaining sustainability by the end of the five-year period. Each entity will be annually evaluated on its plan toward sustainability.

New funds must be used in a manner with all the requirements of the new statute and must be used only to supplement, not supplant, any federal, state, or local dollars available to support activities allowable under the 21st CCLC program. Twenty-first CCLC grantees that have programs that have completed their grant period will be screened for capacity to administer the program or an enhanced program.

Fees will be allowable provided a description of how the project will charge fees and what consideration is given to poverty or low-income students. Programs that charge fees may not prohibit any family from participating due to their financial situation. Income from fees must be used to fund program activities specified in the grant application.

NOTE: Although the following section is not required by the application guidelines, the Title III, Part A sub-granting information is included here for continuity with other sub-grant programs.

j) Title III, Part A, Section 3115: English Language Acquisition, Formula Sub-grants

Process to Award Sub-grants

One of the critical concerns in Washington is the improvement of services to English Language Learners (ELLs). Several important initiatives are now being implemented. These include the use of a required English Language proficiency test, the Washington Language Proficiency Test (WLPT). The WLPT will provide schools and teachers with important diagnostic data and information such as inference skills, fact and opinion, main idea, etc. This data will assist in determining how effective the state's scientifically-based reading program has been with this special student population. The effective use of Title III, English Language Acquisition Enhancement, and Academic Achievement Act funds are very important for ELL students to achieve reading and mathematics achievement goals.

After undergoing a comprehensive needs assessment, eligible entities will address one of the following purposes, or combination of purposes, in each application:

- A quality plan to develop and implement new and more effective language and academic programs within early childhood education programs, elementary, middle, and high schools;
- A plan to carry out highly focused, innovative, locally designed activities to expand or enhance existing programs for LEP and immigrant children;
- A rich description of how Title III funds will be utilized within a school-wide program, and if not in a school-wide building, how migrant funds will be coordinated with all "other" fund sources to aid in upgrading the quality of all programs within a school to further the linguistic and academic needs of LEP children; and
- A comprehensive plan, on the part of an LEA, to restructure, reform, and upgrade all relevant programs, activities, and operations within its entire jurisdiction in regards to better meet the linguistic and academic needs of LEP children related to their language instruction, content instruction, and other educational programs.

Timeline

Applications will be available on the state's WebApps system as of June 15, 2002. Districts will submit applications and have them approved before the start of the 2002-2003 school year. These sub-grants will only be a one year award, and must be renewed year to year.

Selection Criteria

Local Plans will address all criteria enumerated in Section 3116 as part of their application as well as the following:

- Limit administrative expenses to no more than 2%;
- Require a comprehensive professional development plan that is of sufficient intensity and duration to ensure effective change in the instruction of LEP children. (Professional development cannot be one-day or short-term workshops and conferences and must go beyond classroom teachers to include administrators, counselors, paraprofessionals, community-based personnel, and other individuals that come into contact within the educational sphere of LEP children);
- Identify strategies and activities the entity will utilize to promote academic success of LEP children within their core-academic subjects and other activities that are consistent with the purposes of this section;
- Selecting one or a combination of the following six research-based instructional models:
 1. Dual Language Enrichment.
 2. Late-Exit Transitional Bilingual Education.
 3. Early-Exit Transitional Bilingual Education with Content-ESL.
 4. Early-Exit Transitional Bilingual Education with ESL Pull-Out.
 5. Content ESL.
 6. Traditional ESL or ESL Pull-Out;
- Identify or up-grade to a high quality research-based curricula, or to acquire high quality instructional material, educational software, and assessment procedures;
- Provide tutorials or vocational education for LEP children;
- Provide community-based participation programs, family literacy services, and parent out-reach activities to LEP children and their families;
- Improve instruction for LEP children through acquisition of educational technology and/or participation in electronic networks;
- Eligible entities must provide assurances that funds expended under this section will supplement and NOT supplant any local, state, or federal funds that in the absence of Title III funds would have been expended on behalf of LEP children; and
- To help ensure Title III funds do not supplant local, state, and federal funds, Title III funds may not be applied towards any salary except to pay for substitutes to release teachers to attend professional development opportunities that address the needs of limited English proficient students.

Priorities and Academic Achievement

The required activities under this title, such as the comprehensive professional development plan of sufficient intensity and duration, ensures effective change in the instruction of LEP children. (Professional development cannot be one-day or short-term workshops.)

3. PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE

Professional Development

OSPI and the ESDs provide ongoing programs of professional development. Efforts to integrate and coordinate these services are beginning to be evident in program and student achievement improvement. Some of the highlights of OSPI and ESD activities include the following:

Statewide Technical Assistance Council

A Statewide Technical Assistance Council has been established that includes OSPI cabinet members and leadership staff of each of the nine ESDs. The Council develops the professional development training programs necessary for increasing the capacity of regionally placed specialists, particularly in reading and mathematics, focused on school improvement support for Washington schools and districts.

Program Professional Development

Nearly every program within OSPI offers workshops, conferences or district professional development activities. A number of these are conducted collaboratively with ESD staff. ESDs offer a variety of workshops, training and conferences on a regular basis.

Summer Institutes

Five three-day Summer Institutes are held around the state. These serve two purposes – 1) to obtain an update on the progress of educational reform, and 2) to provide important sessions for the variety of state programs and activities. These sessions have featured reading, mathematics, school improvement and technology sessions. 2,000 teachers and administrators attend annually.

January Conference

A January Conference is held annually by OSPI with support from the Washington Partnership for Learning, and collaborative efforts with the ESDs and Washington's professional organizations. Over 2,600 teachers and administrators attend annually.

District and Association Workshop

OSPI and ESD staff provide an active program of district and association workshops. There are more short-term sessions that are important as part of the OSPI outreach.

Electronic Professional Development

The OSPI website (URL) provides regular “bulletins” of important state events and activities as well as in-depth program information, RFPs, and documents. The website is continually improving in an effort to provide tools and other resources such as a School Improvement Process (SIP Tool). The SIP tool provides guided steps to school improvement including individual school and district access to student data, research search engines to support goal development, and processes to guide effective facilitation of school change. A related electronic resource is the LINKS project that focuses on professional development resources (www.linkslearning.org). A new professional development program known as Reading LINKS provides 16 lessons including video of the teaching of reading components plus training models for use at the school site. OSPI's goals for the next few years are to improve the coordination, focus, and depth of all professional development activities.

Technical Assistance

Technical assistance includes many aspects of contacts with districts and schools described above, but includes other more extended services. These include the following:

E-mail and Telephone Consultations

The Washington State K-20 electronic, statewide, technology backbone connects universities, colleges, community colleges, ESDs, LEAs, schools and libraries. All districts and nearly all schools are now on-line. This intra-state communications system provides digital and point-to-point video services.

The availability of the K-20 system is steadily improving technical assistance services. The use of e-mail, videoconferences, small group video consultations are making it easier for OSPI, regional and local staff to communicate on a regular basis.

School Improvement Teams

School improvement teams (under the state/federal focused assistance effort) are currently working with 25 schools in school improvement efforts. Teams provide program needs assessment and planning, educational audits, information on research based best practices and training. These services are essential for the achievement of state academic achievement goals and efforts are being made to expand these services.

Educational Service Districts

The nine ESDs in Washington State provide varied levels of technical assistance activities. In addition to working with OSPI, each ESD provides technical assistance in financial management, technology, curriculum, instruction, assessments, school program improvements and a variety of other services.

4. Statewide System Of Support for Ensuring Success of All Schools and Low-Performing Schools

Purpose of the System

To provide intensive and sustained support services to LEAs and schools to increase the opportunity for all students to meet the State's academic content and student academic achievement standards.

The SEA, in cooperation with regional ESDs, school districts, and other service providers, is strengthening its statewide system of technical assistance and support. This system is designed to support school efforts in reaching the ESEA 12-year goal of having *all* students at 100% proficiency in core content areas. Built upon the research-based Nine Characteristics of High Performing Schools, the system combines both prevention services and increasingly intensive support for low performing schools. Evaluation components will determine the degree to which services result in improved academic achievement for students. The SEA, LEAs, and schools are accountable for those results.

Priorities of the System

The system provides support and assistance to LEAs in accordance with the following priorities:

- 1) LEAs with schools subject to corrective action or restructuring under section 1116.
- 2) Other LEAs with schools identified as in need of improvement under section 1116.

- 3) Other Title I LEAs and schools that need support and assistance in order to improve student achievement.

Description of System Approaches

The intensity of services available to LEAs and schools is progressive, based on need. Support ranges from provision of general information on best practices and statewide training opportunities, to specially tailored, on-site expert assistance which is focused on transforming a struggling school's student academic performance.

The services provided can be described under the following categories:

- Technical assistance available to all schools
- School improvement technical assistance available to schools identified as in need of improvement.
- Intensive, on-site school improvement team technical assistance available to schools identified for school improvement, competitively selected as most in need of assistance and most willing to adopt the necessary changes.

Category A

Services Available to All Schools

The SEA offers the following opportunities and services under the umbrella of a statewide system of technical assistance and support

- SEA Summer Institutes
- SEA January Conference
- SEA Website Resources
- K20 Broadcasts
- Consolidated Program Reviews
- ESD Services
- Electronic School Improvement Planning Tool
- Technical Assistance
- LINKS Professional Development Project
- Materials and Publications
- Conferences and Trainings
- Mentor Academy
- Washington State Teacher Development Project
- Other

Funding

The services and tools provided are paid for using federal, state, private, and school district funds. Examples of these funds include:

State Sources

- State Education Agency
- Educational Service Districts
- Other Grant Programs

Federal Sources

- Title I Part A (carried forward from FY2001 Appropriation for Title I Part A Accountability grants)
- Other Federal Competitive Grant Programs

Category B

Services Available for Schools in Need of Assistance

The SEA will directly provide or contract for specific deliverables developed by the SEA and based on the requirements in the Elementary and Secondary Education Act. These deliverables will include OSPI's overarching priority of helping school improvement schools develop and implement a comprehensive plan, which reflects the research-based Nine Characteristics of High Performing Schools. A school improvement specialist (a highly skilled individual, knowledgeable about scientifically based research and school reform) will train school staff members in the use of the electronic School Improvement Planning tool, which incorporates the required elements of planning.

Schools that are in the schoolwide planning process will receive assistance to ensure that their comprehensive plan includes the 10 schoolwide planning components (Section 1114, No Child Left Behind Act of 2001]. Schools will benefit from on site technical assistance during the required planning year.

Schools will receive technical assistance in the basic skills areas of reading and mathematics through content specialists to include implementing effective strategies for adapting curriculum and instruction to meet the needs of special populations (disaggregated subgroups).

Funding

The services and tools provided are paid for using federal, state, private, and school district funds. Examples of these funds include:

State Sources

- Washington Reading Corps
- Washington Math Helping Corps
- Washington UNITY Project
- School Improvement Assistance
- Just for the Kids (with the Gates Foundation)
- Other Grant Programs

Federal Sources

- Title I Part A (using 95% of the 2% Set Aside for School Improvement from FY2002 Appropriation)
- Comprehensive School Reform
- School Improvement Assistance
- Reading First
- Other Federal Grant Programs

Category C

Title I School Improvement Schools

[Section 1116, No Child Left Behind Act of 2001]

The SEA in partnership with the ESD will provide a statewide system for technical assistance to Title I schools in need of improvement. This assistance is a coordinated, centrally-funded, regionally delivered system designed to guide and support struggling schools and school districts in their efforts to improve student learning. Significant elements of this system include the following:

- Eligibility Criteria – Multiple measures, using both criterion and norm referenced assessments, form eligibility criteria known as “adequate yearly progress” or AYP.
- School Improvement Specialist (Regionally-Based) – A School Improvement Specialist is a highly skilled, experienced educator, primarily serving as the regional guide for the improvement endeavors of each identified school.
- School Improvement Team (Regionally-Based) – Chaired by the School Improvement Coordinator, the regionally based School Improvement Team will be comprised of content specialists and other ESD staff with expertise in school improvement.
- School Improvement Plan – The School Improvement Plan intentionally and methodically addresses the identified needs.

School Improvement Coordinators (formerly known as Distinguished Educators) at each of the ESDs will provide assistance for schools using federal education program funds and resources to support school improvement efforts. Major activities of the School Improvement Coordinators may include:

- Site visits to help assess the strengths and areas of need in programs;
- Meetings with school staff/faculty, parent groups, and/or leadership team to discuss the concept of a school-wide program and the planning process;
- Technical assistance to design and evaluate school plans;
- Ongoing support for researching best practices;
- Networking districts with consultants and resources;
- Facilitating regional Title I parent conferences;
- Participating in state Title I school-wide planning and implementing conferences; and
- Coordinating regional Title I/LAP network meetings.

Category D

Title I School Improvement Assistance Schools

Eligibility for FY2002 Title I School Improvement Funds [Section 1003(a), No Child Left Behind Act of 2001] Employing the current (2001-02) definition of adequate yearly progress (AYP), the SEA, with input from educational stakeholders across the state, will target this money to schools that have been identified for improvement. We have determined that these schools are most in need of Title I School Improvement funds and should be offered the opportunity to participate in School Improvement Assistance. An eligible school building may receive Title I School Improvement funding only if it chooses (with the consent of its school district) to accept the components of the School Improvement Assistance process as prerequisites to participation.

This assistance is a coordinated, centrally-funded system—a system designed to guide and support struggling schools and school districts in their efforts to improve student learning. The framework for the system includes: eligibility criteria, selection process, expectations of schools, educational audits, improvement plans, performance agreements, evaluation and budget.

The critically important role of each of the following is recognized and incorporated into School Improvement Assistance: effective leadership and classroom instruction, multiple measures of achievement, high expectations for all students, the unique character of each school, stakeholders as active partners, and state and federal accountability as one system.

To be successful, communication must be clear, consistent, and must involve all stakeholders at each stage of development and implementation. A sequence for dissemination, discussion, and input has been established. A school improvement organizational chart and three-year timeline have been crafted. Leadership training for building principals and other school leaders are built into the program.

Statewide coordination and support will be among the primary responsibilities of the SEA's Assistant Superintendent for School Improvement—a cabinet-level administrative position. An advisory committee with broad-based representation will offer guidance and make recommendations in implementing Title I School Improvement Assistance.

Significant elements of Title I School Improvement Assistance include:

- Eligibility Criteria – Multiple measures, using both criterion and norm referenced assessments, form eligibility criteria known as “adequate yearly progress” or AYP.
- Selection Process – Influencing factors, which will narrow the pool of schools eligible to participate include: willingness and readiness, involvement in existing reform efforts, and available funding. Identification and notification of schools and their decision to participate describe the selection process.
- School Improvement Facilitator (School-Based) – A School Improvement Facilitator is a highly skilled, experienced educator, serving as the guide to support the improvement endeavors of each school.
- School Improvement Team (School-Based) – Chaired by the School Improvement Facilitator, the school-based School Improvement Team will be comprised of parents, school employees, business representatives, community members, and others.
- Fall Conference – Participants will be trained on data collection and analysis as these activities relate to the Educational Audit.
- Educational Audit – An external Educational Audit Team will conduct its work around the Nine Characteristics of High-Performing Schools and will include the review of many factors ranging from governance structures to assessment results to fiscal resources to dropout rates.
- Spring Conference – Participants will review Educational Audit results and begin to develop a School Improvement Plan.
- School Improvement Plan – Emerging from the Educational Audit, the School Improvement Plan intentionally and methodically addresses the identified needs.
- Performance Agreement – The Educational Audit and School Improvement Plan are incorporated into a two-year Performance Agreement, jointly developed between the LEA and the SEA.
- Evaluation – Year one is a planning year. Year two is an implementation year with benchmarks targeting progress. Year three is tied to growth in student achievement. The third year represents the culmination of the two-year Performance Agreement. The

agreement itself will form the standard against which the success of the school will be measured.

The above elements of Title I School Improvement Assistance are intentionally prescriptive. They form the basis for prerequisites to participation. Eligible schools must agree to the described structure in order to receive assistance. In essence, what we have developed is a means for intervention (corrective action) in advance of the federal timeline.

Criteria to Determine School Funding Level

Washington currently has 60 school buildings, which have failed AYP for two consecutive years. Approximately 100 school buildings did not meet AYP last year. Based on the newest data, that number may change. We are expecting to fund the 25 continuing school buildings and will add approximately 15 eligible and willing school buildings for 2002-03—the planning year. While guidance for the new funding cycle has not been published, earlier guidance on this topic recommended funding schools sufficiently to implement quality school reform. This initial budget projection for the planning year is calculated to be \$80,000 per school.

In the event that some of the eligible schools choose not to apply for the funding or the school improvement system does not operate at full capacity, the remaining dollars would be carried over to the next school year. These federal funds can be used over a 27 month period.

Funding

The services and tools provided are paid for using federal, state, private, and school district funds. Examples of these funds include:

State Sources

- State Focused Assistance funds
(State Administration)
- Local Grant Support

Federal Sources

- Title I Part A (using 95% of the 2% Set Aside for School Improvement from FY2002 Appropriation)
(State Administration)
- Title I Part A (to include 5% of the 2% Set Aside for School Improvement from FY2002 Appropriation)

Steps To Ensure Leas With Identified School Buildings Implement Public School Choice Consistent With The Statute [Section 1116, No Child Left Behind Act of 2001]

Each LEA with identified schools will be required to:

- Sign assurances, which articulate requirements for public school choice.
- Have its public school choice plan monitored by our Title I School Improvement Specialists.
- SEA federal programs staff will monitor the public school choice plan as a part of the Consolidated Program Reviews conducted each year on a four-year cycle.

Each LEA with identified schools will be required to do one of the following:

- Describe its plan for providing all students who are enrolled in a school identified for school improvement with the option to transfer to another public school within the local educational agency that has not been identified for school improvement at the beginning of the 2002-03 school year (such a plan will include the provision of or payment for transportation, as required by law) or,
- Describe its lack of capacity to offer the option of transfer to all students in low-performing schools due to the non-existence or unavailability of another non-identified school or limited space in schools not identified (such a plan will include the provision of or payment for transportation, as required by law, for equitably selected transfer students) and attempt to reach a transfer agreement with a neighboring LEA, when lack of capacity or having only one building per grade span prevents the honoring of all transfer requests.

5. KEY STATE ACTIVITIES

a) Help Title I schools make effective use of schoolwide programs

School Improvement Coordinators (formerly known as Distinguished Educators) will provide assistance for schools using federal education program funds and resources to upgrade the entire educational program of a school. Major activities of the School Improvement Coordinators for the schoolwide programs include:

- Site visits to help assess the strengths and areas of need in programs;
- Technical assistance to design and evaluate school plans;
- Ongoing support for researching best practices;
- Networking districts with consultants and resources;
- Participating in state Title I school-wide planning and implementing conferences; and

In order to encourage LEAs to use schoolwide programs, OSPI will pursue revisions to State fiscal policies, regulations, and laws for State categorical programs (e.g. State Transitional Bilingual and Special Education) that eliminate or minimize fiscal barriers to consolidation of Federal, State, and local funds for schoolwide programs in LEAs.

Title I schoolwide programs are not unlike other schools in terms of their needs for effective educational programs, professional development, and technical assistance. OSPI has made efforts to eliminate fiscal and accounting barriers and will continue to do so.

b) Ensure that all Teachers are Highly Qualified

OSPI has long been supportive of teacher quality in all schools. Specific actions to continue this support include the following:

i) Professional Development

The professional development activities outlined in Part II, Section 3 Professional Development and Technical Assistance will be provided for all teachers. A focus of the 2002-2003 school year will be on integrating the materials and training provided for Reading Excellence schools throughout the state. The Washington Reading First proposal initiates the process by involving key ESD staff in providing the intensive coaching supervision, technical assistance, and

professional development activities in the support of new Reading First and the use of some of the materials and procedures in other schools.

Another important professional development effort is the involvement of teachers in the scoring, item development, and item analysis of the state assessments known as WASL.

OSPI Title I and Title II staff will continue to work closely together in the development and implementation of SEA and LEA plans to ensure highly qualified teachers and paraprofessionals are teaching students in greatest need for improved academic achievement. One strategy to achieve this goal includes state level Title I and Title II staff coordinate resources to ensure statewide, regional, and distance learning high quality, ongoing professional development opportunities are accessible to ensure teachers are highly qualified.

OSPI will assist the Higher Education Coordinating Board (HECB) in developing Title II Part A Subpart 3 program priorities and selection criteria that specifically promotes intensive, high quality professional development to implement effective instructional programs and practices based on scientific research for high need LEAs and even more importantly, schools identified in school improvement. This selection and priority criteria will ensure teachers and paraprofessionals teaching students in greatest need of improved academic achievement are highly qualified.

The SEA will use Title I, Title II and other funds to strengthen its statewide system of technical assistance and professional development to assist teachers and paraprofessionals in the process to become highly qualified.

The School Improvement Teams provide services such as those listed below:

- On site program assessment (needs identification).
- Meetings with school staff/faculty, parent groups, and/or leadership teams to discuss the concept of schoolwide programs and the planning process.
- Technical assistance in the design and refinement of school plans.
- Ongoing information on best practices and relevant research.
- Networking districts/schools with programs, materials, consultants, and resources.
- Facilitating regional Title I parent conferences.
- Participating in state Title I schoolwide program planning and implementation.
- Coordinating regional title I/LAP network meetings.

An emerging area of professional development is in mathematics. A pilot program for providing mathematics “coaches” in schools has been successful. Work is now under way to use the experience to develop training materials and “scale up” the program. Although many other types of professional development will be continued, every effort will be made to focus, coordinate, and extend the depth of professional development activities.

ii) Recruit and Hire Highly Qualified Teachers

The recruitment of teachers is a continuing problem, especially in the areas of special education, science, and mathematics. OSPI’s Office of Professional Education and Certification will

continue to fund wateach.com, a website that allows districts to post vacancies and receive electronic applications.

OSPI's office of Professional Education and Certification collaborates with the state's Professional Educator Standards Board (PESB) and the State Board of Education (SBE) to provide alternative routes to certification for prospective teachers. The PESB holds statutory authority in this area (RCW 29A.302.130). The SEA will identify how the state will assist in recruiting, hiring, and retaining highly qualified teachers through a collaborative process established to finalize the Spring 2003 application. Areas of consideration include, but are not limited to, alternate route certification, mentoring peer networks, teachers, as well as teacher licensure requirements, including teacher competencies. These competencies provide the foundation for the development of Teacher Assessment, which will be field, tested next year and required of all new teachers by 2003. Teacher candidates will be required to pass a basic skills assessment in 2002 and content assessments in 2005.

A survey to gather up-to-date data regarding teacher's qualification, professional development, and other relevant information is planned for 2003-2004 or earlier.

Teacher and principal supply/demand data collected in 2002 will be used to develop strategies for increasing the number of teachers and principals in specific high need areas. Strategies will include, but not be limited to, alternative certification programs for mid-career adults (e.g., Troops to Teachers, other programs), working more closely with teacher and principal training programs, website posting, and encouraging career ladders for paraprofessionals.

OSPI has been implementing a Title II (Higher Ed) Teacher Quality Enhancement grant, which has focused on working with the community colleges to provide services to encourage minority students to explore teaching careers. Attempts will be made to replicate successful models.

OSPI is working with institutions of higher education to incorporate scientific reading research, improve science and math programs, and incorporate state standards and assessment information in programs.

iii) Retain Highly Qualified Teachers

Washington State has worked to support and retain highly qualified teachers by the following:

- Providing teacher recognition programs (Milken, Teachers of the Year, recognition items).
- Providing financial incentives for obtaining National Board Certification.
- Recognizing teaching expertise in serving on state boards and advisory committees.
- Hosting a Mentor Academy

OSPI staff responsible for teacher mentoring programs and Title II staff will collaborate to identify and assist LEAs in the development and implementation of mentoring programs to assist beginning teachers and expand the expertise pool of highly qualified teachers to mentor in core academic subject areas such as reading, mathematics and science. Strategies such as Title II LEA application reviews and technical assistance to staff managing specialized, nationally

funded initiatives and other programs to support teacher education and teacher leadership in core academic subjects will be instituted.

c) Ensure Paraprofessional Qualifications

Based on input from an advisory group representing relevant stakeholders, the state plans to establish testing criteria, select an assessment model, establish standards for successful completion, and provide oversight for a basic skills test(s). It also plans to develop a curriculum and related assessment that addresses the "assisting in instructing" requirement and establish criteria for a portfolio that can be used by experienced paraprofessionals as one alternative to meeting the assisting in instructing requirement. The professional development that will be developed to assist paraprofessionals will be delivered through a statewide system of technical assistance and will be aligned with student academic achievement standards. An ad hoc group from the field will advise OSPI on issues relating to paraprofessionals.

d) Partnerships for Technology

Washington's nine ESDs provide ongoing technology technical assistance services to schools and districts. OSPI's information technology staff also provides technical assistance and services to ESDs, LEAs, and schools.

This year's state federal technology program focused on funding a middle school mathematics initiative. Schools have been working on effective procedures and activities for infusing technology into mathematics instruction

Fifty-four clusters (226 classrooms) were provided funding for mathematics classrooms. ESDs provide a full-time technology specialist to support and guide teachers in using problem-based activities in mathematics, to promote research based classroom activities, and to infuse the use of technology into their instruction.

A Technology Need Index has been developed as a means of prioritizing funding decisions. The Index is based on the percentage of students scoring below standard on the state WASL assessments and schools with high levels of poverty. Additional points are given to the percentage of minority students, special education students, migrant students, and ESL students.

e) Promoting Parental and Community Participation

OSPI has long encouraged and supported parental participation. A staff member coordinates a variety of parental and community involvement activities. Washington's Title I schools have developed parental involvement activities and will continue to monitor for parent consultation in the school-parent compacts. Schools provide report cards for parents. Parents receive reports of their child's progress on the WASL.

Washington has notified districts and schools of (1) the choice options for parents of children in improvement school, including available supplemental services, (2) the ongoing need for parental involvement, and (3) the expanded report card requirement. Additionally, OSPI will provide guidance to districts and schools in implementing the language in the law for providing

families information "...in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand."

OSPI will have a process for application, review, and selection of supplementary service providers. The following process will be communicated to parents, teachers, other staff, students, and the community. Opportunity to apply will be announced statewide and in the specific locations of eligible schools. The process will begin in mid June and selection will be announced to eligible schools in mid September. Technical guidance will be provided to districts on contract format, announcements to parents, selection of eligible students, and evaluation of provider services.

OSPI works closely with the Washington PTA and other child advocacy organizations in support of improved schools and student achievement. OSPI also works to involve parents in the dissemination of information, the inclusion of parents in advisory and policy groups, and the design of efforts to improve student learning and achievement. OSPI will coordinate with other educational entities a technical assistance plan, a statewide communication system, and a clearinghouse for strategies and research to support increased parent involvement practices.

f) Baseline and Follow-up Data

OSPI will be able to meet the requirements related to the assessment data and basic student identifiers needed for the baseline information for accountability purposes.

The current data for individual programs now included in a comprehensive, web-based data system that will facilitate more precise diagnosis and information for school improvement and the targeting of services and resources. A major step toward the development of the system is the implementation of a Secure Student Identifier. A Core Student Records System is also being developed to streamline data collection. This system has been working closely with NCES development of Core Data Indicators and standards for data collection and use.

The Core Data Indicators and the Secure Student Identifier systems are being piloted in a sample of districts. All districts will be involved by January 2003 and be used for all students taking the WASL assessments in 2003.

It is important to note that Washington's data collection systems do not collect relevant data for some ESEA requirements (e.g., highly qualified teachers, professional development, and others). These will have to be developed over time so priority has been given to a comprehensive student data system. Initial discussions with districts and vendors have begun and a more detailed plan will be included in the May 2003 plan.

6. ESEA COORDINATION AND CONSULTATION

a) Consultation With the Governor

Soon after the passage of the ESEA, staff from OSPI began providing information related to the Act, and agency processes for compliance, with both the Governor's staff and with committee

and fiscal staff of the state legislature. These discussions have continued up through the creation, public dissemination, and submission of this application for federal funding under ESEA.

Dr. Terry Bergeson, State Superintendent, and Gary Locke, Governor, regularly discuss educational funding programs and concerns. A specific meeting was held between the Superintendent and Governor in May to review the framework of a draft of this proposal. This was facilitated by the staff work and ongoing discussions between the two administrations, and has been followed up by SEA staff continuing to make drafts available to the Governor's staff, answering questions, and taking input and recommendations.

Development of this plan was accomplished by the activities of 14 workgroups, made up of OSPI staff, local educators, and representatives of the state's major educational associations, which met regularly over a three-month period. Members of the Governor's staff were invited to participate in the workgroup process, and three members of the Governor's staff participated on a regular basis in workgroups to formulate this application, specifically on the topics of fiscal requirements, assessment, and parental involvement. These staff members were also given briefings related to the application and workgroup process as a whole. In addition, representatives of the Governor's Cabinet agencies were advised of implications under ESEA by OSPI staff.

b) Coordination With State-Funded Activities

The Office of the Superintendent of Public Instruction has had a significant amount of experience coordinating state-funded activities with federal programs. For example, Washington has a Title I-type program known as the Learning Assistance Program (LAP). OSPI federal program staff meets monthly to coordinate, share information, identify concerns, and direct program resources toward the attainment of state goals. This group will be working to focus grant applications and procedures (state and federal programs) in ways of supporting goal achievement and alignment of LEA programs.

OSPI will also coordinate data collection for the State Report Card and the Comprehensive Program Report to be submitted to the U.S. Department of Education. OSPI now has agreements and strong relationships with a number of state offices, programs, and organizations.

A partial list of these partnerships is provided below.

- Washington Office of the Governor
- Washington State Legislature
- Office of Community Development/Early Childhood Education and Assistance Program
- Department of Social and Health Services
- Office of Community Development
- Department of Health
- State Board for Community and Technical Colleges
- Higher Education Coordinating Board
- State Board for Community and Technical Colleges
- Academic Achievement and Accountability Commission
- ESDs

- Educational Technology Centers
- Rural Education Institute
- State Board of Education
- Professional Educator Standards Board
- Corporation for National Service
- Workforce Training and Education Coordinating Board
- Partnership for Learning—A Partnership of Corporations
- Washington Association of Colleges for Teacher Education
- Foundation for Early Learning
- Child Care Coordinating Council
- Region X Head Start
- Governor’s Head Start State Collaboration Project
- Washington Association for the Education of Young Children
- Washington Child Care Resource and Referral Network
- The School’s Out Consortium
- Department of Employment Security

Within the agency, OSPI staff conducts monthly meetings of all federal program staff to share information, coordinate activities, identify and address common concerns, and direct program resources in alignment with the five goals the Department of Education has outlined. These meetings, and all coordinated federal program activities, include representation from Carl Perkins, McKinney-Vento, IDEA, and Adult Literacy programs. We will continue the Consolidated Program Reviews (CPRs) to monitor LEA implementation of ESEA and IDEA programs. Details of the CPR process are presented in the section on monitoring sub-grantee activity. Our grant system, which now provides coordinated applications, will be updated and aligned with the new ESEA to support further coordination and consolidation of LEA plans and applications.

OSPI coordinates data collection for the purpose of submitting the annual Comprehensive Program Report to the Department of Education. By consolidating our state-level ESEA administrative funds, we assure that all programs become part of the coordinated OSPI plan rather than operating in separate strands. OSPI currently has agreements and strong relationships with various state agencies and other entities for the purpose of optimizing the resources provided by federal programs.

Coordination of Early Learning Activities

OSPI promotes coordination of state and federal early care and education programs for children. OSPI is committed to promoting access to quality early learning opportunities for each child in partnership with families, schools, communities and agencies at all levels. OSPI will support coordination and integration of services for children birth to five years with services for children in grades K-12, to ensure that children enter school prepared to be successful.

OSPI will focus its efforts on the following statewide activities:

Key Messages

- OSPI collaborates with key stakeholders to identify and disseminate consistent messages to build public understanding and support regarding the importance of early learning.

- All messages address the specific needs of children from diverse cultural, ethnic, linguistic, and socio-economic groups.

Research and Data

- OSPI will improve data collection to ensure that comparable and reliable information is available. Utilize data and research to expand knowledge about the most effective characteristics of early learning programs.

Coordinated Policies and Procedures

- OSPI engages stakeholders to review and develop coordinated policies, outcomes, and standards to promote coordinated services for all children from birth through the first years of their primary education.
- OSPI reviews its policies and regulations to provide incentives and remove barriers in order to maximize available resources and services.

Build Partnerships and Funding Models

- OSPI supports the development of partnerships and funding models across multiple entities including tribal, public and private organizations and agencies and state and federal programs.

c) Businesses, IHEs and Nonprofit Agencies

OSPI works with the Washington Business Roundtable, many individual businesses, institutions of higher education, nonprofit agencies, and associations including:

- Washington State Parent-Teacher Association
- Washington State School Director’s Association
- Washington Association of School Administrators
- Association of Washington School Principals
- Washington State Public School Employees
- Washington Education Agency

Various staff members represent the agency at meetings, conferences, and other sessions. Representatives of business organizations participated in workgroups during development of the ESEA application for federal funds, and were invited to make comment on the overall application.

- **Leadership and Support**—OSPI works with key stakeholders to keep them informed of educational reform activities, secure their understanding and support of change efforts, identify their concerns, and invite collaboration in school improvement efforts.
- **Research and Data**—Many of the contacts with institutions of higher education, policy groups, and other state agencies are for the purpose of sharing databases and implementing research. Early discussions are under way for comprehensive state data systems.
- **Policy Development and Program Coordination**—Many of the partnerships with other agencies require common/coordinated policy development or coordination of program implementation. Four areas where these activities take place are with vocational

education, early childhood education, the State Board of Education, and the A+ Commission.

- Public Involvement and Support—OSPI works with associations, organizations, businesses, and the media on a regular basis to keep them informed and listen to their input and ideas.
- Other State Agencies—The procedures described above include other state agencies. The relationships with the range of programs listed in the application are simply more frequent and focused on program collaboration and coordination.

7) Monitoring Progress, Gathering Data, and Determining or Revising Intervention

OSPI currently has several effective processes to ensure LEAs, schools, and sub-grantees comply with ESEA federal regulations. The monitoring strategies OSPI will use to ensure that LEAs, schools, and other sub grantees are making satisfactory progress include the following:

Agency Procedures

- Assessment Analysis—The results of the 2002 assessment will be placed on the OSPI website with demographic, poverty, and past assessment trends. In addition, an analysis of the data will be made for ESD and program staff to (1) consider in the awarding of grants; (2) have information and guidance as to areas of academic achievement needs; (3) target onsite visits, technical assistance, and professional development; and (4) network to find resources for the lowest achieving schools.
- Priorities for Low Achieving Schools—A majority of federal and state programs award additional points or limit eligibility to low achieving schools. This means that they are more likely to receive technical assistance in writing grants and obtain grants for additional resources.

Grant Orientation

Program staff provide grantees with feedback on the strengths of their proposals and possible problem areas. They develop priority lists for on site program monitoring, communications, technical assistance and professional development.

Regular Contacts

Program staff establish a schedule for communicating and checking in with low achieving, high-risk schools. When problems are identified, appropriate interventions will be provided.

Yearly Reports

For schools with multi-year grants, yearly reports are analyzed and feedback provided to the schools.

These activities are part of the ongoing monitoring of grant programs.

In addition, Consolidated Program Review (CPR) Teams have been formed to work with low achieving schools. Twenty-five OSPI staff members representing federal programs, fiscal and accounting, and audit offices participated in the development of a Self-Study For School Improvement document, which serves as a desk audit. Each LEA scheduled for monitoring completed this document electronically.

A comprehensive handbook with program requirements, fiscal requirements and sample documents was also prepared as a training tool and reference document for staff. OSPI team members will attend two days of training annually in the use of the manual. The cross-training and expanded expertise of staff using these materials has already resulted in program improvements and more effective use of federal and state resources.

The CPR team conducts training in September for all LEAs scheduled for monitoring during the school year. The Self-Study document is reviewed, the on-site visit schedule is presented, and dates for completion of the self-studies are established. The CPR team reviews the self-study when it is received. If additional information is needed, the LEA is contacted. Staff provides technical assistance for correcting problems before the on-site visit is conducted.

Two teams, consisting of two to ten members each, conduct on-site visits from January through May. Exit interviews and notes are provided to the LEA at the conclusion of the review. A more comprehensive report of the CPR team's observations, commendations and recommendation is prepared by OSPI staff and sent to the LEA.

Information from the reports is entered into searchable database for use by OSPI program staff. Staff searches the database to identify any compliance problems. The program staff then works with the LEA to correct any problems and avoid any "after the fact" punitive actions.

OSPI staff has initiated the process of aligning the District Self-Study Document and CPR Reference Manual with new requirements, programs and expectations. The first year of the new ESEA/IDEA monitoring cycle will begin in the fall of 2002. Further details will be included in the plan to be submitted May 2003.

Additional Performance Indicators

For programs that have required performance indicators, such as the Title I B Even Start Program, the state reviews the data that is required in determining progress, identifying needs for program improvement, and development of training and technical assistance activities to support continuous program improvement.

PART III (F.R. 5/22 APPENDIX C): KEY PROGRAMMATIC AND FISCAL INFORMATION

1) Title I, Part A—Improving Basic Programs Operated by LEAs

a) Identification of the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.

The full two percent of Washington State’s Title I Part A allocation will be set aside for school improvement activities. The state of Washington will implement a statewide coordinated, regionally-delivered effective school improvement system that will provide assistance and support to schools to ensure continuous improvement in student achievement. Appendix – provides a complete description of Washington’s Statewide School Improvement Support System.

b) Description of how OSPI will allocate funds (from the 95 percent) to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any OSPI requirements for use of those funds.

Ninety-five percent of the two percent of Washington State’s Title I Part A allocation will be set aside for LEA level school improvement activities.

Eligible schools must be in school improvement and choose to participate in the school improvement assistance process via a competitive RFP.

The state of Washington will implement a statewide coordinated, centrally funded, effective comprehensive school improvement system that will provide assistance and support to schools to ensure continuous improvement in student achievement.

Major components of the program are as follows:

- *A School Improvement Facilitator:* The facilitator will work with the school, the LEA and a regional *School Improvement Team* to develop a plan to address identified needs and to prepare and implement a jointly developed performance agreement between the LEA, the ESD, and OSPI. The School Improvement Facilitators will be experienced educators who have been successful in improving student performance and will work directly with each school. The School Improvement Team will include representatives from the school and LEA staff, parents, and community members. Additional members may include ESD staff, OSPI staff, and students as appropriate.
- *An Educational Audit:* The educational audit will be completed jointly by the School Improvement Team, LEA, and a team of approximately five peer educators and experts. The educational audit will identify the school’s strengths and challenges and make recommendations for improvement. It will explore such things as the school’s curriculum, leadership, instructional resources, assessment results, allocation of resources, parental involvement, support from the central office, and staff, parent, and student perceptions. The educational audit will use indicators from the “Nine Characteristics of High Performing Schools”(See **Attachment B**) to identify the school’s strengths and challenges.

- *A School Improvement Process, Tools, and Support:* Schools will be given the necessary processes, tools, and expertise for the school improvement team to develop a *School Improvement Plan* based on the educational audit. Funds will be provided to contract with individuals to assist with components of the plan and the School Improvement Facilitator will be available to organize and facilitate meetings in coordination with school and LEA staff.
- *Performance Agreement:* Once the school improvement plan is completed, a two-year Performance Agreement will be jointly developed by the LEA, the ESD, and OSPI. The agreement will identify specific actions the LEA, the school, the ESD, and OSPI will take to implement the School Improvement Plan. The agreement will also include a timeline for meeting implementation benchmarks and student improvement goals.
- *Professional Development:* Professional development opportunities for the school staff will be provided. Support for school-level planning and ongoing study and training will be encouraged. ESDs and OSPI will provide training, and technology-assisted programs will be available.

c) Identification of what part, if any, of State administrative funds OSPI will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.

Title I, Part A administrative funds will not be used for development of new assessments during the 2002-2003 year. However, the agency will continue to devote approximately \$200,000 to assessment operations and administration, and results reporting, analysis and research. As the agency learns more about the cost of assessment development and new reporting and disaggregation requirements, and the other administrative requirements of the ESEA, it will re-evaluate expenditure patterns of its consolidated administrative funds.

d) Description of how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7) and the procedures for determining the amount to be used for this purpose.

OSPI will inform LEAs about distribution of funds for supplemental services through established channels of communication utilized for disseminating all Title I, Part A program information. This will include information about all aspects of the new supplemental services provisions.

By September 2002, OSPI will disseminate information to affected LEAs through the Committee of Practitioners, monthly regional Title I Directors meetings, Washington Title I Directors Listserve, the Distinguished Educators located at each ESD, and OSPI's electronic News Digest.

e) Description of how the State will use the formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111.

Title VI formula funds will be used to:

- Beginning in 2002 and continuing through 2005, align the state learning standards to grade-specific learning benchmarks, and create items and pilots, administer pilots, score pilots, analyze data, test for reliability and validity, and construct operational assessments

for grades 3, 5, 6, and 8 in reading and mathematics. Administration of operational assessments will occur in spring 2006 followed by standard setting, analysis and reporting.

- Administer voluntary pilots in science for grades 8 and 10 beginning in 2003. Administration of a required operational assessments for grade 8 and 10 science will occur in spring 2004 and for grade 5 science in 2005, followed by standard setting, analysis and reporting, respectively.

Title I, Part A administrative funds will not be used for assessment development during the 2002-2003 year.

2) Title I, Part B, Subpart 3—Even Start Family Literacy

Purpose—Even Start’s premise is that combining adult literacy (adult basic education or instruction for English language learners), parenting education, early childhood education, and interactive parent and child literacy activities into a unified family literacy program offers promise for helping to break the intergenerational cycle of poverty and low literacy in the nation. Even Start supports family literacy services for parents and children, primarily from birth through age seven, and has three related goals:

- To help parents improve their literacy or basic educational skills;
- To help parents become full partners in educating their children; and
- To assist children in reaching their full potential as learners and the state performance standards.

Definition—The term “family literacy services” is in the ESEA as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours and of sufficient duration to make sustainable changes in a family and that integrate all of the following activities:

- Interactive literacy activities between parents and their children;
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- Parent literacy training that leads to economic self-sufficiency; and
- An age-appropriate education to prepare children for success in school and life experiences.

a) ESEA Goals Addressed

Even Start promotes academic achievement for children at risk of school failure, promotes English acquisition for LEP students and their parents, and promotes high school graduation for teen parents at risk of school failure and completion of secondary education for adults with low literacy skills, as well as dropout prevention.

Washington State Indicators of Program Quality

Federal Guidance Regarding Adult Outcomes

- (1) With respect to eligible participants in the program who are adults—
- (A) achievement in the areas of reading, writing, English-language acquisition, problem solving, and numeracy;
 - (B) receipt of a secondary school diploma or a general equivalency diploma (GED);

- (C) entry into a postsecondary school, job retraining program, or employment or career advancement, including the military;
- (D) such indicators as the State may develop.

Adult Outcomes

- 1.1. 50% of adults enrolled in Even Start who have participated in at least 100 hours of adult education instruction will demonstrate progress in reading, writing, problem solving, or numeracy by improving one level as measured by CASAS or TABE, etc., or approved authentic assessment strategies that demonstrate performance of the targeted competencies.
- 1.2. 40% of adults enrolled in Even Start who have participated in at least 60 hours of adult education instruction will demonstrate progress in reading, writing, problem solving, or numeracy by showing progress within a level as measured by CASAS or TABE, etc., or approved authentic assessment strategies that demonstrate performance of the targeted competencies.
- 1.3. 50% of English literacy learners enrolled in Even Start who have participated in at least 100 hours of English language instruction will demonstrate progress in listening, speaking, reading, writing, or numeracy by improving one level as measured by CASAS BEST, SPL etc., or approved authentic assessment strategies that demonstrate performance of the targeted competencies.
- 1.4. 40% of English literacy learners enrolled in Even Start who have participated in at least 60 hours of English language instruction will demonstrate progress in listening, speaking, reading, writing, or numeracy by showing progress within a level as measured by CASAS BEST, SPL etc., or approved authentic assessment strategies that demonstrate performance of the targeted competencies.
- 1.5. 80% of participants enrolled in high school and who have participated in Even Start at least two months will demonstrate progress in meeting the Washington State Essential Academic Learning Requirements as measured by standardized assessment, classroom-based assessments, or teacher report.
- 2.1. 30% of participants enrolled in Even Start and high school who have receipt of a secondary school diploma as a program goal and are placed at the ASE competency level or grade equivalent 9-10 will obtain a high school diploma during the program year.
- 2.2. 60% of participants enrolled in Even Start and high school who have receipt of a secondary school diploma as a program goal and are placed at the ASE competency level or grade equivalent 9-10 will demonstrate progress as measured by receipt of high school credits during the program year.
- 2.3. 50% of adults enrolled in Even Start who have receipt of a general equivalency diploma as a program goal and are placed at the ASE competency level or grade equivalent 9-10 will obtain a general equivalency certificate (GED).

- 2.4. 40% of adults enrolled in Even Start who have receipt of a general equivalency diploma as a program goal and are placed at the ASE competency level or grade equivalent 9-10 will demonstrate progress as measured by passing one or more GED subtests.
- 3.1. 40% of adults enrolled in Even Start who have employment as a program goal and are unemployed at entry after participating in Even Start will improve employability/workplace skills as measured by enrollment in an employability related program or component or improvement in communication, interpersonal, problem-solving, or accessing information skills during the program year.
- 3.2. 40% of adults enrolled in Even Start who have employment as a program goal and are unemployed at entry after participating in Even Start will obtain full or part-time employment during the program year.
- 3.3. 40% of adults enrolled in Even Start who have retained employment as a program goal after participating in Even Start will keep their current job during the program year.
- 3.4. 40% of adults enrolled in Even Start who have career advancement as a program goal and are employed at entry after participating in Even Start will obtain a job that has increased pay or benefits, higher level of responsibility, or that requires a higher level of skill compared to current job, or join the military during the program year.
- 3.5. 40% of adults enrolled in Even Start who have postsecondary education or job retraining as a program goal after participating in Even Start will begin postsecondary education or occupational skills training, or professional or technical certificate training during the program year.
- 3.6. 50% of participants enrolled in Even Start who have participated in at least 60 hours of parenting education will demonstrate a .3 gain in supporting children's learning in the home environment as measured by the Parenting Education Profile.
- 4.1. 50% of participants enrolled in Even Start who have participated in at least 60 hours of parenting education will demonstrate a .3 gain in supporting interactive literacy activities as measured by the Parenting Education Profile.
- 4.2. 50% of participants enrolled in Even Start who have participated in at least 60 hours of parenting education will demonstrate a .3 gain in supporting children's learning in formal educational settings as measured by the Parenting Education Profile.

Federal Guidance Regarding Child Outcomes

- (2) With respect to eligible participants in a program who are children—
 - (A) improvement in ability to read on grade level or reading readiness;
 - (B) school attendance; and
 - (C) grade retention and promotion.

Child Outcomes

- 1.1. 80% of children, birth to grade 3, who are enrolled in Even Start will have current immunizations within 30 days of enrollment, as measured by appropriate documentation in the child's records.
- 1.2. 80% of children, birth to kindergarten who are enrolled in Even Start will receive vision, hearing, dental/oral health, and developmental screening and referral for additional services when appropriate, within 30 days of enrollment.
- 1.3. 50% of children, birth through age 2, who are enrolled in Even Start and have participated at least 60 hours will demonstrate age appropriate learner characteristics as described in the Washington State Birth to 5 Frameworks for Reading, Writing, and Communicating as measured by work sampling, classroom-based observation, teacher report, or standardized assessment.
- 1.4. 50% of preschool children, ages 3 to 5, who are enrolled in Even Start and have participated at least 60 hours will demonstrate age appropriate learner characteristics as described in the Washington State Birth to 5 Frameworks for Reading, Writing, and Communicating as measured by teacher observation and report, or standardized assessment.
- 1.5. 50% of school-age children, kindergarten through elementary, who are enrolled in Even Start and have participated at least 60 hours will demonstrate age appropriate progress and academic achievement in reading readiness or reading on grade level as described in the Washington state grade level frameworks/standards for reading, writing, and communicating as measured by teacher observation and report, or standardized assessment.
- 2.1. Infants and toddlers, birth through age 2, enrolled in Even Start will participate in 60% of all early childhood education hours offered the family, including home-based instruction and parent and child literacy activities, as measured by attendance records.
- 2.2. Preschool children, ages 3 to 5, enrolled in Even Start will participate in 85% of all early childhood education hours offered the family, including home-based instruction and parent and child literacy activities, as measured by attendance records.
- 2.3. School-age children enrolled in public or private school kindergarten through elementary, whose parents are enrolled in Even Start and have participated in at least 60 hours of program services, will attend 90% of school days during each reporting period.
- 3.1. 90% of school age children, kindergarten through elementary, who attend public or private school kindergarten through elementary, and whose parents have participated in Even Start for at least 60 hours, will be promoted to the next grade level each school year.

b) Use of Indicators of Program Quality

The Washington State Performance Indicators are incorporated into the RFP for initial and continuing grant applications as participant performance outcomes. These indicators of program quality are used to monitor, evaluate and improve projects. An annual program plan of operation

and continuous program improvement is required of all sub-grantees and describes objectives and activities that will support achievement of those participant performance outcomes as well as quality program implementation.

Programs are required to measure and report progress on the indicators of participant performance and quality program implementation as well and progress in meeting their annual program objectives, within their local independent evaluations and statewide data reporting system. Local independent evaluations are submitted to OSPI annually for review of progress. Projects are also required to report progress in meeting the performance indicators in their annual continuation application. Past progress in meeting the performance indicators is assigned points in the scoring matrix. Past progress in meeting the performance indicators, as well as meeting their program objectives, are factors used to determine recommendations for continued funding by the grant review panel.

Local projects are required to submit detailed plans of operation and continuous program improvement in continuation applications, including goals and objectives for meeting the performance indicators, targeting areas needing improvement. The grant reading team identifies key areas for program improvement and recommends modifications to the annual plan of operation and continuous program improvement as needed.

The consolidated state program monitoring and review process includes an on-site visit to monitor compliance with program and fiscal requirements and progress in measuring and meeting the performance indicators, program goals, and objectives. The on-site monitoring visits may include a documentation review and interviews with direct service providers, family members, and the administrative partners, including the project manager and the local independent evaluator, to determine overall progress of the project in meeting the program objectives and performance indicators. Recommendations for continuous program improvement are incorporated into the final monitoring report.

Statewide training and technical assistance activities are designed and implemented to target program improvement needs identified through the application process, the monitoring process, reporting and evaluation mechanisms, survey of project managers and evaluators, and requests for assistance. OSPI has revised the performance indicators and is in the process of expanding its statewide evaluation and data reporting system to monitor and evaluate continuous program improvement more efficiently at the state and local level.

Sufficient Program Progress

Progress is defined as progress in meeting the Washington State performance targets for the indicators of participant performance and program quality and progress in meeting the objectives and activities outlined in the annual plan of operation and continuous improvement for each project.

Local independent evaluations, and statewide data reporting regarding program and participant performance is due to OSPI prior to the deadline for continuation applications, and is a requirement for submission of a continuation application. All applications are read and scored by the same review team. Continuation funding decisions are based on information submitted in the application, annual data reporting, local independent evaluations, monitoring results and site visit

observations and program self assessment. Continuation awards are made based on progress in meeting program objectives, indicators of participant performance for adults and children, and program quality, compliance with the Even Start statute and fiscal management.

c) Even Start Assistance in Student Achievement

Priority for funding will be given to projects serving a high percentage or a large number of children and families who are in need of family literacy services, as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators. Projects located in areas designated as empowerment zones or enterprise communities will also be given high priority.

Additional priorities for funding include applications that target low performing schools or schools identified for school improvement, and describe how the program will assist students in meeting the State Student Education Goals and the Essential Academic Learning Requirements, including the State Birth to Five Frameworks for Achieving the Essential Academic Learning Requirements in Reading, Writing and Communicating. Applicants are provided resources and information regarding the state standards.

The selection criteria and priorities support improved academic achievement by funding programs that target the highest need families and have the capacity to deliver high quality, research-based activities. Using successful models to provide Even Start services prepares children and their parents to be successful learners and gives parents the skills to support their children's academic achievement.

Even Start promotes the academic achievement for children at risk of school failure, promotes English acquisition for LEP students and their parents, and promotes high school graduation for teen parents at risk of school failure and completion of secondary education for adults with low literacy skills.

d) Identification of the amount of the reservation under subsection 1233(a) that the State will use for each category of State-level activities listed in that section, and describe how OSPI will carry out those activities.

OSPI will reserve no more than a total of six percent of the grant funds (\$181,487). No more than 50 percent of the funds reserved (\$90,743) will be allocated for the costs of administration. The remaining 50 percent of the funds reserved will support the costs of providing, through one or more sub-grants or contracts, technical assistance for program improvement and replication to sub-grants.

The state's use of funds for improving the quality of family literacy for any fiscal year will not result in a decrease from the level of activities and services provided to program participants in the preceding year. The technical assistance will be designed to help local programs raise additional funds; improve the quality of Even Start services; support the replication of successful programs; and develop, implement, and use the state's indicators of program quality. OSPI will provide assistance to programs that are of low quality, as evaluated based on the indicators of program quality developed by the state.

OSPI will use the grant funds received, and not reserved for administration for training and technical assistance, to award sub-grants to eligible entities to carry out Even Start programs.

In carrying out an Even Start program under this part, a recipient of funds under this part shall use such funds to pay the federal share of the cost of providing intensive family literacy services that involve parents and children, from birth through age seven, in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners. The federal share under this part may not exceed 90 percent of the total cost of the program in the first year that such program receives assistance under this part or its predecessor authority, 80 percent in the second such year, 70 percent in the third such year, 60 percent in the fourth such year, 50 percent in the fifth year, 45 percent in the sixth year, 40 percent in the seventh year, 35 percent in the eighth year, and 35 percent in any subsequent such year.

3) Title I, Part C—Education of Migrant Children

a) Process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.

SEA personnel, in conference with representatives of LEA sub-grantees and the Office of Migrant Education (OME), conducted a comprehensive needs assessment that resulted in the targeting of the following statewide desired outcomes:

- Migrant students on course to graduate through the age of 19 (within two years of grade/age placement);
- Migrant students attending school 95 percent of the time enrolled; and
- For limited English proficient migrant students, the acquisition of English proficiency in a timely manner through the State Bilingual Education Program as measured on the Washington Language Proficiency Test (WLPT).

Eligible entities are funded based on the needs they articulate in regards to the bullets above, failing to meet state standards, and interruption of the regular school year.

b) Description of the priorities for the use of migrant education program funds, in order to have migrant students meet the State’s performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State’s assessment of needs for services.

Washington’s priorities for the use of migrant funds are primarily focused on impacting the academic instruction of migrant students in a positive manner. Migrant Education Program (MEP) personnel implement formative assessment principles as part of the program's Needs Assessment process. This process includes an analysis of the level of effectiveness of major components of the program. For example, this analysis led recently to substantial upgrading of the MEP summer school projects and school-wide application protocols. This analysis also led to other identified and acted upon priorities such as the development of a robust Portable Assisted Study Sequence (PASS) program that offers fully accredited high school courses that can be completed by a student semi-independently. By completing PASS courses, a migrant

student makes up credit deficiencies, catches up with peers, and is encouraged to continue and graduate.

A second emphasis of the state MEP Program is the health and well being of migrant students. Physical exams, dental exams, insurance coverage, and other health related activities are incorporated into the program to ensure migrant students are of sufficient health to enable them to succeed in school.

A third level of emphasis for the state MEP is continuing to empower and build the capacity of migrant children and their families. To this end, the Washington MEP Student Leadership Program (SLP) focuses on supporting the educational success of migrant youth through development of leadership skills that diminish the risk of drop-out and encourage achieving a graduation diploma. Parents are engaged in meaningful activities to empower them to become true partners in the educational experiences of their children.

c) Description of how the State will determine the amount of any sub-grants the State will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, State, and local programs. (Applicable only if not previously addressed in Part II, #2.)

Sub grants will be awarded to local operating agencies as identified below:

Regular Year Allocation—Maximum sub-grants for which eligible entities will be determined on an allocation table based on:

- Average monthly enrollment of migrant students (adjusted for out of school migrant school age children);
- Migrant students Grades 2–12 on course to graduate (within two years of grade/age placement); and
- A small school factor is incorporated into the allocation table for small migrant schools.

These allocation factors are based on data reported to Washington’s Migrant Student Record System (MSRS) the previous reporting year of September 1– August 31.

Eligible entities are funded based on the needs they articulate (based on articulated priorities in #2a, failing to meet state standards, and interruption of regular school year—up to the maximum as determined by the allocation table).

Summer Allocation: The allocation is based on the previous summer’s number of migrant students times number of days enrolled. All summer programs will include two academic elements—40 hours of academic instruction (reading and/or mathematics) and 60+ hours of general instruction during the summer school. Applications will be approved based on needs and supplementary needs of students and will be completed by the end of each March prior to the summer program.

Early Childhood Education—RFPs will be available to eligible entities for supplemental educational costs for preschool children ages 3–5 who are not in kindergarten. The state total for these equals \$400,000.

The schoolwide plans to include MEP funds require pre-approval by the Migrant Education Program.

d) Description of how the State will promote continuity of education and the interstate and intrastate coordination of services for migrant children.

Interstate and intrastate coordination is ensured for involvement in New Generation System (NGS) system, and a continued Migrant Student Records System (MSRS) that is ready to transmit educational and health records electronically to any requesting school upon the migrant student's enrollment. Hand carried records have been encouraged when the national data bank ended in 1994. Participation in interstate conferences with Texas, California, Oregon, and Montana ensures like student data exchanges to and from these states in a smooth and timely manner.

e) Description of the State's plan to evaluate the effectiveness of its migrant education program and projects.

The Washington Migrant Education Program and projects undergo on-going evaluation to ensure they are as effective as possible. OSPI staff are full participants in the state Consolidated Program Review (CPR) team. The CPR reviews all eligible entities on a rotational basis. Furthermore, the MEP selects troubled entities for more frequent reviews. The state MEP conducts consistent reviews for effectiveness of programs as evident in the recent reorganization of their summer school programs, schoolwide participation, and allocation review.

All students in the Washington Migrant Education Program participate fully in all state assessment systems and initiatives, including migrant students who are not in school a full year. The special needs of migrant students will be addressed through well thought-out, deliberate programs that begin with detailed applications by eligible entities. Successful applicants will be monitored and reviewed by OSPI to ensure the unique academic and linguistic needs of migrant students are met.

f) Identification of the amount of funds that OSPI will retain from its Migrant Education Program (MEP) allocation.

For 2002-2003, OSPI will reserve from its Title I Part C allocation, 1% for administration and approximately \$300,000 to partially or fully support the following:

- Migrant State Director's salary;
- Program supervisors' salaries;
- Program support staff salaries; and
- Personal services, goods and services, and travel and equipment for the following activities:
 1. Facilitate and coordinate in-service training provided by OSPI and regional office staff to teachers and parents.
 2. Coordinate interstate programs and projects with state local projects.
 3. Process reports (in addition to application, end of year, and evaluation forms, e.g. needs assessment).

4. Negotiate and award subcontracts to LEAs, ESDs, and special projects such as the Migrant Education News.
5. Monitor and review grantees and statewide projects.
6. Coordinate other program and migrant children needs and services with other OSPI programs and throughout the LEA's.

4) Title I, Part D—Children and Youth Who Are Neglected, Delinquent, or At-Risk

a) Description of how the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.

All sub-grants are non-competitive as a per pupil expenditure (PPE) formula is used to distribute the available funds evenly throughout those programs reporting delinquent youth in their local facilities.

These youth are counted and reported uniformly by the LEAs on an annual basis to OSPI. Each LEA will be notified annually of the report format, due date, and selection criteria as outlined in Title I, Part D, Subpart 2. The LEA will complete and submit the annual report, and, as a part of the criteria, only count those youth who have been incarcerated in local institutions for 30 consecutive days, one of which is in the month of October.

All program goals, performance indicators, performance objectives, and data sources that are currently existing or planned will be reviewed for compliance with ESEA. Assessment or measures of effectiveness will include typical measures (credits earned, High School Diplomas awarded, GED awarded) along with atypical measures including pre/post testing, personal educational plan development, portfolio, and other transitional skill and transition specific measurements.

b) Description of how OSPI is assisting projects funded under the program in facilitating the transition of youth from correctional facilities to locally operated programs.

Consistent with the Washington WebApplication process, all student information is generated based on the aggregate count represented in the application for specific education activities provided at the facility. As we become more proficient in our ability to provide a complete package of transitional service for these youth, the use of the Secure Student Identifier (once fully implemented) will help track the impact of the institution based education services provided on a long term basis.

The generic goal for these youth is to prepare them for transition to a state public education facility as they return to the community. All Title I D, subpart 2, Local Agency programs are encouraged to focus on short term goals with these youth to include their immediate transition needs.

Performance indicators may include assessment of current educational needs, gap analysis, portfolio development, identifying and referring to community linkages to help address

employability issues and continuing education, all of which can be tracked from the institution to the community where the youth reintegrates to.

Implementation of the Secure Student Identifier will help provide essential data on these youth that does not currently exist. Information on previous schools attended, specific gaps in education, other education related issues and concerns, and the like will be of great value in the development of transition planning strategies and ultimately tracking the youth's progress along the education continuum.

c) Funds reserved for transition services

All program goals, performance indicators, performance objectives, and data sources that are currently existing or planned will be reviewed for compliance with ESEA. Program assessment or measures of effectiveness include typical measures (credits earned, high school diplomas awarded, GED awarded) along with additional measures including pre/post testing, personal educational plan development, portfolio, and other transitional skill and transition specific measurements.

Annual End-Of-Year reports are provided by each subpart 1, State Agency programs. These reports identify aggregate information including demographic (age, gender, ethnicity, etc.), instructional areas, support services and program employee classification information.

Every three years, a survey is provided that compiles information from these programs to create a three year snapshot of the student profile information by age group (disaggregated), along with the identification of supplemental educational services, a self-evaluation checklist on individual program impact, including a short narrative question/answer explaining the identified impact. This survey request will be disseminated to each State Agency program in June, 2002. Survey results will be due to the SEA in September 2002. Each program is visited on-site and reviewed at a minimum of every three years by the SEA Consolidated Program Review Team, monitoring for compliance with federal law and state guidance for these programs.

Each State Agency program has access to group and individual technical assistance provided through the SEA. Dependent on the individual needs of the programs, specific technical assistance may range from the identification, program development and strategies for implementation of the transitional services identified, to strategies for collaboration development, resource identification, communication and information sharing, and research identifying scientifically based practices that are determined to be most effective with populations of transitioning at-risk youth.

State Agency programs will be encouraged to focus on supplemental services that include transition preparation activities at the institution (individual transition plans, portfolio development, etc.) as well as those community based contacts/linkages necessary for a successful transition (e.g. collaboration, information sharing with external partners, professional development/training, mentoring, pre-employment skills training, other employment and training activities).

Transition Services

OSPI's current electronic grants application system (WebApps) requires that the state agency programs providing supplemental services to youth use up to 10 percent of their funding for transition specific activities (specific skill development and direct linkages back into the community, e.g. local public schools, alternative schools, and community colleges) that facilitate educational growth and long-term student success. This percentage of program transition funding may be increased up to a maximum of 15 percent of each individual LEA entitlement.

As we move into the 2002-2003 school year, SEA guidance will help establish within the participating institutions, residential facilities, and community programs currently receiving Title I D, subpart 1, funding, a total of 15 percent of their individual entitlements focusing on specific transition services to the at-risk youth they currently serve. An additional 15 percent of OSPI entitlement received from DOE will be set aside focusing on the provision of LEA contracts to address the transitional needs of at-risk youth returning to the community from these state operated institutions and residential facilities. Based on this split focus, a total, not to exceed 30 percent of OSPI entitlement, will be allocated for transition services.

As indicated, a total of up to 15 percent of funds for Title I D, subpart 1, state, will be set aside for potential contracts with community based LEA programs who are providing limited transitional services for at-risk youth. These contractors will focus on a systemic model for the development of a continuum of service providers for continuity of education and transitional services for at-risk youth who are returning to communities statewide from institutional settings.

At this time, OSPI is a significant collaborating partner in the recently completed proposal for the federal Serious & Violent Offender Reentry Initiative. Imbedded in the Washington state proposal for this initiative is an education component that recognizes and responds to the increased need for transitional services for reintegrating youthful offenders.

To stimulate the community side of the transition continuum for these at-risk youth, the SEA has identified the use of 15% of Title I, Part D, subpart 1, State Agency funds for this purpose. These funds are intended to provide a significant funding base for a total of three Education Advocate positions in the three LEAs that are targeted in the initiative. These three initial target areas are inarguably the locations within the state where the majority of youthful offenders will be returning to as they depart the institutional settings.

In terms of the K-12 public educational services provided, this holistic collaboration that includes a myriad of state, county and local community partnerships, will be focused on the under 21 year old at-risk youth transitioning to the community from State juvenile and adult facilities.

As indicated earlier, the emphasis of the Serious & Violent Offender Initiative will initially be in three geographic areas, King, Pierce and Spokane Counties. LEAs in these areas have participated in the initiative and will be encouraged to provide proposals for the use of these Title I, Part D, subpart 1, State Agency Transitional Services funds. Each of the three LEAs currently have community based learning centers that will play an instrumental role in the successful transition efforts. The development of the community linkages through the availability of sustainable Educational Advocates in these areas will be a key to the successful transition of

these at-risk youth through their efforts to better communicate and connect the community and the institutional priorities for these youth.

Individual Transition Services contract(s) between OSPI and the sub-grantee(s) will specifically spell out the duties of the parties, the performance indicators, objectives and outcomes, along with other typical contract language assuring that the rights and duties of each are upheld.

5) Title I, Part F -- Comprehensive School Reform [Goals 1,2,5]

a) Description of the process OSPI will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.

Eligible applicants are referred to the GoodSchools website and clearinghouse for CSR models that contain the eleven components. In the grant competition, the scoring rubric allows only schools with all elements included to be awarded sufficient points to obtain a grant.

The Consolidated Program Review Team (CPRT) will include CSR schools in their on-site monitoring visits. The team will observe and report on implementation of the eleven elements.

The CSR program supervisor will make site visits to all new grantees providing implementation assistance for all elements.

b) Description of the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of student meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.

OSPI will utilize the state's current definition of AYP, including the state mandated Learning Improvement Index, to track the increase in student achievement in Comprehensive School Reform schools. By utilizing the index, we will be able to report the percentages of schools with increasing numbers of students reaching *or moving toward* proficiency.

Changes in the index over time reflect changes in student performance in all four performance levels of the WASL (4 = Above Standard, 3 = Meets standard, 2 = Below Standard, 1 = Well below standard). Because schools eligible for CSR grants tend to have a large number of students scoring in level one, this method of measuring progress is more refined and more applicable to CSR schools than merely measuring the numbers of students moving from level two to level three. While a low performing school may not show dramatic changes in students reaching proficiency in the first two years of implementation, if we can see movement out of level one and into level two, it is a good indicator that the school is moving its neediest students along the continuum to success.

The formula for calculating the Learning Index is as follows:

1. Multiply the percentage of students not tested by 0 (this provides incentive to test all students).
2. Multiply the percentage of students in Level 1 by 1.
3. Multiply the percentage of students in Level 2 by 2.

4. Multiply the percentage of students in Level 3 by 3.
5. Multiply the percentage of students in Level 4 by 4.
6. Sum the five products.

Samples of how the Index is derived and the manner in which it shows change over time are included in **Attachment D**.

In addition to the Learning Index for all students, OSPI will utilize WASL scores disaggregated by ethnicity, English language learner, special education students, and poverty to ascertain how successfully CSR schools are moving toward elimination of the achievement gap.

6) Title II, Part A—Teacher and Principal Training and Recruiting Fund

a) The remainder of Washington’s annual measurable objectives

OSPI has not identified additional annual measurable objectives under Section 1119(a)(2) at this time. If additional annual measurable objectives are identified at a later date, it will be the result of ESEA work completed by OSPI and its educational partners for the May 2003 federal application submission date.

b) Accountability

OSPI will administer Subparts 1 and 2 of Part A – Teacher and Principal Training and Recruiting Fund. The Washington Higher Education Coordinating Board (HECB) will administer Subpart 3 with consultation with OSPI.

OSPI recognizes the importance of a statewide teacher preparation, recruiting and professional development system. Work is underway to renew current methods of teacher and principal preparation to ensure the following:

- Pre-service and in-service professional development based on scientific educational research and practice implementations;
- Provision of information and models to LEAS;
- Development of models and training on the alignment of curriculum systems (standards, school curriculum, instructional methods, and assessments);
- Targeting of funds for increasing high quality state professional development capacity;
- Development of requirements, training and models for integrating technology into curriculum implementation;
- Refinement of OSPI current uses of technology for the purposes of professional development;
- Development of a coherent plan for integrated pre-service and in-service programs to prepare highly qualified teachers and principals, including measurable objectives; and
- Inclusion of private schools in the statewide professional development program.

OSPI will hold LEAs accountable to meet their annual measurable goals in Section 1119(a)(2) through the following strategies:

- Title I and Title II staff will distribute through mail, electronic access and regional workshops the Department of Education guidance and provide technical assistance to

LEAs staff and regional school improvement teams regarding the accountability measures identified in Section 1119(a)(2);

- OSPI will develop a handbook for LEA use describing the components of high quality professional development (Section 9101(34) of the No Child Left Behind Act);
- OSPI will provide to LEAs information on scientifically based research programs to increase student achievement;
- OSPI will ensure LEAs are provided technical assistance to effectively measure the effectiveness of activities as related to classroom teacher instruction and student achievement and principal leadership skill development needs;

OSPI will ensure LEA applications for funding are of high quality and activities are based on scientifically based research to align with the teaching and learning needs of teachers and students and principal leadership skill development needs.

Application Requirements

- A description of activities that are aligned with the EALRs and state assessments as well as the local curriculum;
- A description of how the activities are based on scientific research and how they improve student learning and achievement;
- A description of how the activities will have an impact on student learning and reduce or eliminate the achievement gap;
- An assurance that the LEA will target funds to schools with the (a) lowest proportion of highly qualified teachers; (b) the largest class size, and (c) those schools identified for school improvement.
- A description of a coordinated professional development program;
- A description of how professional development activities will prepare teachers to use technology to improve teaching, learning, and technology literacy;
- A description of how the LEA teachers, paraprofessionals, parents, principals, and other school personnel have collaborated in the planned activities;
- A description of the results of needs assessment activities;
- A description of how the LEA will provide training to enable teachers to meet the needs of (a) students with disabilities, special learning needs and students with limited disabilities, (b) improve student behavior and provide appropriate interventions; (c) involve parents in their child's education, and (d) understand how to use data and assessments to improve classroom practice.

Application Reviews

All applications will be reviewed carefully by OSPI to ensure that the application requirements are met.

Compliance Reviews

OSPI will ensure each LEA is compliant with completion of year-end reports and will conduct analysis of the following areas to identify LEA progress to meet annual measurable objectives

- The degree of fidelity of implementation of the plan;
- The quality of plan processes and activities;
- The outcomes and achievements of the LEA program

OSPI will conduct on-site visitations for technical assistance and consolidated program reviews and/or monitoring.

Title II Part A Subpart 3

Title II Part A Subpart 3 will be administered by the Higher Education Coordinating Board with OSPI collaboration.

The HECB will ensure that partnership grants -

- Are distributed geographically within the state; or
- Will serve all areas of the state; and
- No single partner shall receive more than 50 percent of the funds made available.

Successful applicants will demonstrate the following:

- Capacity to provide professional development activities in core academic subjects to ensure that:
- Teachers and highly qualified paraprofessionals have subject matter knowledge and the ability to integrate technology into the subjects that they teach; and
- Principals have instructional leadership skills to work with teachers in helping improve student achievement;
- That assistance for the provision of sustained, high-quality professional development activities will be provided for low achieving schools that:
- Ensure that teachers have the knowledge and skills to use high quality curriculum systems (EALRs, local curriculum, effective instruction and use of assessments);
- May include intensive university or other programs; and
- May include partnerships among one or more LEAs or one or more IHEs.

Title II Part A Subpart 4 – Accountability

OSPI will monitor the progress of LEA and partnership grants. General technical assistance will be available for all grantees.

If a grantee fails to make progress toward measurable goals after two years, OSPI shall:

- Provide technical assistance for the development of an improvement plan; and
- Provide assistance in helping the LEA meet the annual measurable goals.

If a grantee fails to make progress after three years, OSPI will enter into an agreement with the grantee on the use of funds. This agreement shall:

- Involve all relevant educational staff,
- Be based on scientific educational research; and
- Require the grantee to use such strategies and activities;
- Prohibit the funding of any paraprofessional hired after the date of the determination, except for specified situations,
- Enable teachers and the principal to choose professional activities that meet the requirements for professional development and those coordination with other reform efforts.

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11) Title IV, Part A, Subpart 2—Community Service Grants

In Washington State, awarding the funds through OSPI would be the choice most likely to reach and benefit students who have been suspended or expelled. As described in the earlier narrative, OSPI will coordinate the activities funded by this program with programs that are well established and have proven records of success. With a relatively small amount of funding dedicated to the program, it is our opinion that using the funds in coordination with other efforts is the only way to make a difference with this program.

In our state, the Governor's office and the agencies under his direction operate few programs that provide academic services to children and youth. With the very limited administrative funding attached to this program (approximately \$38,000 for our state), the potential for statewide success if the program had to be a "stand alone" effort in a non-education agency would be slim.

The Washington Commission for National and Community Service is part of the Governor's office. OSPI staff are active members of the Commission and virtually all community service programs and activities involving public funding are coordinated by this group. OSPI plans for implementing this Subpart of Title IV will be coordinated through the Commission and

14) Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants

Formula funds will be used to:

- Beginning in 2002 and continuing through 2005, align the state learning standards to grade-specific learning benchmarks, and create items and pilots, administer pilots, score pilots, analyze data, test for reliability and validity, and construct operational assessments for grades 3, 5, 6, and 8 in reading and mathematics. Administration of operational assessments will occur in spring 2006 followed by standard setting, analysis and reporting.
- Administer voluntary pilots in science for grades 8 and 10 beginning in 2003. Administration of a required operational assessments for grade 8 and 10 science will occur in spring 2004 and for grade 5 science in 2005, followed by standard setting, analysis and reporting, respectively.

15) Title VI, Part B, Subpart 2 -- Rural and Low-Income School Program

a) Identification of OSPI's specific measurable goals and objectives related to increasing student academic achievement.

Twenty of Washington's 296 LEAs are eligible for the Rural and Low-Income School Program. With such a small percentage of LEAs eligible for participation, we do not see this resource making significant contribution to overall, statewide progress toward the five ESEA performance goals adopted by OSPI.

The advantage of having such a small number of eligible districts is OSPI's ability to work directly and individually with them to leverage these additional funds to meet their highest needs. Applications to the LEAs will require that they provide the following information; 1) ESEA Goal(s) to which the funds will be targeted; 2) LEA's identified priorities for increasing academic achievement to which these funds will be applied; 3) ESEA Title activities under which the funding will be used 4) proposed method for evaluating success and reporting progress enabled by this supplemental funding.

Applications will be reviewed by OSPI staff for completeness, quality, and potential revision, with awards anticipated in July. Some of the eligible LEAs were unsuccessful applicants in our recent round of CSR grants. OSPI staff will work particularly with those LEAs to help them form a plan for using the new Rural and Low-Income grants to institute the reform efforts proposed in their CSR applications.

OSPI will provide on-going technical assistance to the eligible LEAs through the grant application process, implementation phase, and progress reporting. Monitoring and technical assistance to the Rural Low-Income sub-grantees will be provided by the Consolidated Program Review Team on the cyclical monitoring program.

b) Description of how the State elects to make awards under the Rural and Low-Income School Program:

The State elects to make awards by formula proportionate to the numbers of students in eligible districts.

GEPA Requirements

The Washington State Office of Superintendent of Public Instruction (OSPI) has a non-discrimination policy and policy procedures. With respect to the submission of the application for federal funds under the Elementary and Secondary Education Act, No Child Left Behind Act of 2001, the OSPI will ensure equitable access to, and participation in, all ESEA programs for students, teachers, and other program beneficiaries, without regard to race, color, gender, national origin, language or disability, in the following ways:

- Professional development materials will be available in languages other than English, and will also include information and strategies for working with English Language Learners and their families.
- Program and information and materials (print and electronic), including instructional materials, will be free of stereotypes and provided in formats accessible to students with special needs, their parents and/or guardians.
- Promotional and other outreach materials (print and electronic) will depict individuals from diverse backgrounds, ensuring multi-ethnic, gender, and disability representation to the maximum extent possible.
- Parents and families will have access to and involvement in educational programs and activities. Accommodations for language barriers and other barriers will be made to the extent reasonable.
- Architectural and equipment barriers to programs will be removed.

Consolidated Administrated Funds

1) Indication that OSPI plans to consolidate all State-level administrative funds.

As a standard policy, OSPI plans to consolidate all state-level administrative funds allowed under the ESEA, including programs the Secretary designates. (Programs designated by the Secretary will be added as that information is made available.) As required by the ESEA as a prerequisite to administrative fund consolidation, the majority of OSPI's resources are derived from non-federal sources. In state fiscal year 2000-2001 (the last year for which we have complete financial records), state-level activities, whether performed by OSPI staff or contractors, were funded 70 percent from nonfederal sources. With 80 percent of state fiscal year 2001-2002 complete, OSPI is on course to complete the year with approximately the same ratio of expenditures from nonfederal sources versus federal sources as in the previous year. OSPI

anticipates that it will continue to receive the majority of its resources from nonfederal sources throughout the period of this plan.

2) Description of plans for any additional uses of funds.

Consolidated administration funds will be used to support the costs of activities related to administering the programs included in the consolidation. Additional uses as capacity allows may include the allowed uses listed at Section 9201(a)(2), (e), and (f) of the ESEA.

Transferability

OSPI plans related to transfer of non-administrative state level funds.

OSPI has no plans to transfer non-administrative state-level funds at this time. However, the state considers these provisions to be a viable option and may elect to amend this plan to accommodate the transfer of funds at a later date.

ENHANCED ASSESSMENT INSTRUMENTS COMPETITIVE GRANT PROGRAM

It is the intent of OSPI to apply for Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments competitive grant by September 15, 2002. OSPI would be the fiscal agent in a two state consortium to study assessments with accommodations and to enhance alternate assessments to increase accessibility and validity of assessments for students with disabilities.

OPTIONAL INTERIM APPLICATION -- SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

It is the intent of the state of Washington to apply for this competitive grant.

ATTACHMENT A:

**STATE LEARNING GOALS
RCW 28A.150.210**

The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

- (1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
- (3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and
- (4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

ATTACHMENT B:

NINE CHARACTERISTICS OF HIGH-PERFORMING SCHOOLS

RESEARCH FINDINGS

OSPI reviewed 20 recent research studies that have examined the common characteristics of high performing schools. Some of the studies were reviews of other research that has taken place over many year on the same topic, while others examined these schools in specific settings and locations, such as high performing elementary schools in a large urban setting. This body of research represents findings from both Washington state and around the nation.

The content of each study was analyzed to determine what characteristics were found most often among high performing schools. Performance was usually measured in terms of high or dramatically improving scores on standardized tests, often in difficult circumstances such as high levels of poverty. In every case, there was no single factor that accounted for the success or improvement. Instead, the research found that high performing schools tend to have a combination of common characteristics. Some reports found as few as five characteristics, while others found many more. OSPI's analysis of these characteristics narrowed these lists into nine areas. These schools have:

1. A clear and shared focus.
2. High standards and expectations for all students.
3. Effective school leadership.
4. High levels of collaboration and communication.
5. Curriculum, instruction and assessments aligned with state standards.
6. Frequent monitoring of learning and teaching.
7. Focused professional development.
8. A supportive learning environment.
9. High levels of parent and community involvement.

Each of these nine characteristics is explained in more detail on the following page. For even more information, refer to the individual studies themselves (see the bibliography of the 20 studies). Other research has focused more narrowly on each of these nine areas and is consistent with the findings of the 20 studies (see the resource list). OSPI's website provides links to various studies and organizations that have conducted this type of research.

NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

Research has shown that there is no silver bullet, no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to have the following nine characteristics.

- 1. Clear and Shared Focus** Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.
- 2. High Standards and Expectations for All Students** Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.
- 3. Effective School Leadership** Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles—teachers and other staff, including those in the district office, often have a leadership role.
- 4. High Levels of Collaboration and Communication** There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.
- 5. Curriculum, Instruction and Assessment Aligned with Standards** The planned and actual curriculum are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.
- 6. Frequent Monitoring of Learning and Teaching** A steady cycle of different assessments identify students who needs help. More support and instruction time is provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.
- 7. Focused Professional Development** A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.
- 8. Supportive Learning Environment** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
- 9. High Level of Family and Community Involvement** There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Parents, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

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ATTACHMENT C:

ADEQUATE YEARLY PROGRESS CRITERIA, 2001-2002

ELEMENTARY SCHOOL READING

Improvement

For the following three criteria, the school had a three-year average of fewer than 40 percent of students meeting the fourth grade **WASL reading standard** and:

1. The school did not meet the state minimum **Reading Improvement Goal** by the end of the 2000-01 school year.
2. The school did not make a .25 gain on the reading **Learning Improvement Index** from 1998 to 2001.
3. Did not reduce the percentage of students in reading **Level 1** by 25 percent from 1998 to 2001.

Achievement

4. The school had a three-year average of less than 30 percent of students meeting the **WASL reading standard**.
5. The school had a three-year average below the 35th percentile National Percentile Rank on the reading component of the third grade **ITBS**.

ELEMENTARY SCHOOL MATHEMATICS

Improvement

For the following two criteria, the school had a three-year average of fewer than 25 percent of students meeting the **WASL mathematics standard** and:

1. The school did not make a .25 gain on the mathematics **Learning Improvement Index** from 1998 to 2001.
2. The school did not reduce the percentage of students in mathematics **Level 1** by 25 percent from 1998 to 2001.

Achievement

3. The school had a three-year average of less than 20 percent of students meeting the **WASL mathematics standard**.
4. The school had a three-year average below the 35th percentile National Percentile Rank on the mathematics component of the third grade **ITBS**.

Elementary schools that meet five or more of the above criteria will be judged not to have met AYP. Schools that meet all of the criteria in either subject area will be identified for improvement in that subject area.

MIDDLE/JUNIOR HIGH SCHOOL READING

Improvement

For the following two criteria, the school had a three-year average of fewer than 25 percent of students meeting the seventh grade **WASL reading standard** and:

1. The school did not make a .25 gain on the reading **Learning Improvement Index** from 1998 to 2001.
2. Did not reduce the percentage of students in reading **Level 1** by 25 percent from 1998 to 2001.

Achievement

3. The school had a three-year average of less than 20 percent of students meeting the **WASL reading standard**.
4. The school had a two-year average below the 35th percentile National Percentile Rank on the reading component of the sixth grade **ITBS** or ninth grade **ITED**.

MIDDLE/JUNIOR HIGH MATHEMATICS

Improvement

For the following two criteria, the school had a three-year average of fewer than 20 percent of students meeting the **WASL mathematics standard** and:

1. Did not make a .25 gain on the mathematics **Learning Improvement Index** from 1998 to 2001.
2. Did not reduce the percentage of students in mathematics **Level 1** by 25 percent from 1998 to 2001.

Achievement

3. The school had a three-year average of less than 15 percent of students meeting the **WASL mathematics standard**.
4. The school had a three-year average below the 35th percentile National Percentile Rank on the mathematics component of the sixth grade **ITBS** or ninth grade **ITED**.

Middle/junior high schools that meet five or more of the above criteria will be judged not to have met AYP. Schools that meet all of the criteria in either subject area will be identified for improvement in that subject area.

HIGH SCHOOL READING

Achievement

1. The school had a three-year average of less than 30 percent of students meeting the **WASL reading standard** and,
2. The school had a three-year average below the 35th percentile National Percentile Rank on the reading component of the **ITED**.

HIGH SCHOOL MATHEMATICS

Achievement

1. The school had a three-year average of less than 20 percent of students meeting the **WASL mathematics standard** and,
2. The school had a three-year average below the 35th percentile National Percentile Rank on the mathematics component of the ninth grade **ITED**.

The AYP criteria listed above for high schools remains the same for 2000-01 as it was the previous year. In 2001-02, improvement criteria, which parallel that of the elementary and middle/junior highs, will be added to supplement the high school adequate yearly progress definition. At all three levels, content improvement goals will be phased in over time until there are ten criteria for AYP at each grade span.

ADEQUATE YEARLY PROGRESS FOR SCHOOL DISTRICTS

Adequate yearly progress also applies to districts receiving Title I funds. For a district to make AYP, it must have fewer than 50 percent of its schools in school improvement. Any district that does not make AYP for two consecutive years will be identified for improvement. A district must make AYP for two out of the next three years to be out of district improvement. Districts (whether or not they made adequate yearly progress) are required to annually review the performance of their Title I-funded schools.

Calculating the Learning Index

ABC Elementary School

2.59



Exempt (Not part of Index)	10	13	20	22	35
Not Tested	Level 1	Level 2	Level 3	Level 4	

Compute total 0 . .13 . .40 . .66 . 1.40 = 2.59

Learning Index = 2.59

