

LEARNING ASSISTANCE PROGRAM QUESTIONS AND ANSWERS

Updated May 2023

Prepared by:

- **Title I, Part A/LAP** | 360-725-6100
Agency TTY | 360-664-3631



Washington Office of Superintendent of
PUBLIC INSTRUCTION

TABLE OF CONTENTS

A. LAP General Program Questions	3
B. Behavior	8
C. Early Learning, Kindergarten Transition, and Kindergarten.....	10
D. Graduation Assistance	11
E. Special Education*	12
F. Dyslexia Requirements (ESSB 6162)	13
G. Community Partnerships	14
H. Professional Learning*	16
I. Family Engagement	17
J. Accountability and Reporting*	18
K. LAP Allocations and Fiscal Questions.....	21
L. LAP High Poverty Fiscal Questions	27
Contact OSPI for Technical Assistance.....	29

A. LAP GENERAL PROGRAM QUESTIONS

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

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

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

When developing a plan for spending LAP funds, LEAs are encouraged to use the [Washington integrated student supports protocol](#) (WISSP), which includes several core features:

- 1. Student-level and system-level needs assessments.** Student-level needs assessments use a range of direct (observing or assessing the student) or indirect (input given by student or others) data collection techniques. The needs assessments range from brief screeners (to identify strengths and catch students who may have early indicators of risk) to diagnostic assessments for students needing high intensity supports. System-level needs assessments and resource mapping allow staff to identify existing academic and nonacademic supports in the school and community, and where gaps exist.
- 2. Community partnerships.** Ensuring student success is a shared responsibility between the school, families, and the community. Use results of resource mapping to establish community partnerships that reduce barriers to student success and expand access to available services and supports.
- 3. Coordination of supports.** Schools have a system in place (like MTSS) to effectively coordinate supports. This system ensures students have access to the supports they need when they need them, and their learning is aligned across settings. It also makes sure that staff have adequate support to meet student needs as efficiently and effectively as possible, including professional learning, team planning time, policies, and operating procedures.
- 4. Integration of supports.** Schools foster a culture of collaboration to ensure that a comprehensive system of services, supports, strategies, programs, practices, and resources are woven together and effectively linked and integrated into the daily functioning of the school. Staff and community partners work together to seamlessly deliver holistic supports to students and families.
- 5. Data-based decision making.** Data helps staff and community partners identify academic

and nonacademic barriers to learning, match supports to individual student need, determine fidelity of implementation, and assess progress. Schools use a common data-based problem-solving and decision-making process at each level (student/family, school, LEA, community) to guide planning, implementation, and improvement of supports.

Implementation Resources

- The [Washington integrated student supports protocol](#) includes helpful background and descriptions of core features.
- The [OSPI MTSS webpage](#) provides information on the Washington MTSS Framework and resources aligned to each implementation component.
- With the passage of [HB 1208 \(2021\)](#), the requirement for LAP to convene a panel of experts and update menus of best practices was repealed. LEAs are no longer required to align their LAP programs with the menus, but we still encourage the use of best practices as the menus are helpful resources to refer to throughout the planning process. You can still find the 2020 versions of the menus on [our website](#). Even though the menus were repealed from LAP law, the ELA menu of best practices and strategies is still [legislatively required](#) and is now overseen by the ELA office. It is published on the [ELA Resources webpage](#), and can be directly accessed through this link: [2021 ELA Menu of Best Practices and Strategies](#).
- The RTI Network provides [step-by-step suggestions](#) for schools to implement effective tier 2 interventions and supports.
- The National Center on Intensive Intervention (NCII) has resources related to the [taxonomy of intervention intensity](#) and [online modules on data-based individualization](#) for intensive, tier 3 interventions.

Implementation guidance and resources to support use of the WISSP will be available in the near future.

A2. How did the passage of House Bill 1208 (2021) impact LAP?

HB 1208 (2021) significantly modified the state's LAP laws under Revised Code of Washington (RCW) Chapter [28A.165](#). The bill established two separate implementation timelines. The first timeline took effect immediately. The second timeline will take effect either (1) following the expiration or termination of the governor's proclamation declaring a state of emergency due to COVID-19, and any subsequent orders extending or amending the proclamation, or (2) on September 1, 2025—whichever is later.

- **Timeline 1 (Immediate):** Please refer to OSPI [Bulletin No. 028-21](#) to learn more about the immediate changes to LAP program requirements.
- **Timeline 2 (2025 or later):** When the second timeline goes into effect, LEAs will be *required* to budget and expend LAP funds using the [Washington Integrated Student Supports Protocol](#) (WISSP) in accordance with RCW [28A.300.139](#).

More information specific to HB 1208 (2021) can be found in our bill [Q&A document](#) and [timeline infographic](#). This general Q&A document has also been updated to reflect legislative changes.

A3. How are students identified to participate in LAP services?

LEAs may identify enrolled students as eligible to participate in LAP services if they are:

- (1) K-12 students who score below standard for their grade level in basic skill areas, including reading, writing, mathematics or readiness associated with those skills;
- (2) students who are identified in eighth grade in need of high school transition support, which could continue up through the end of ninth grade;
- (3) students in grades nine through twelve who are at risk of not meeting state and local graduation requirements.

While multiple measures are no longer required for identification of student participation in LAP services, LEAs are highly encouraged to use multiple data points to understand the strengths and needs of eligible students and effectively match supports to their needs. Measures may include statewide student assessments or other assessments and performance measurement tools administered by the school or LEA.

Students identified as eligible to participate in LAP services are considered LAP-eligible students for purposes of developing a plan for spending LAP funds. LEAs and schools are encouraged to use the WISSP to guide program design and implementation. LAP-eligible students may be selected for program participation in accordance with LAP program requirements, identified needs, and comprehensive plans. Students selected to participate in LAP services are considered LAP-served students for purposes of LAP enrollment and data reporting.

A4. What services and activities may be supported by LAP funds?

LEAs may provide academic and nonacademic interventions and services to students who are eligible and selected to be served through LAP funds. These interventions and services should align with the identified needs of eligible students and the LEA's comprehensive plan. Even though activities outlined in RCW [28A.165.035](#) were repealed by HB 1208 (2021), LEAs are still able to engage in these activities to meet the identified needs of their LAP-served students. These activities include, but are not limited to, practices outlined in the [menus of best practices and strategies](#). The intent of this repeal was to create additional flexibility for LAP-funded activities. Below are a **few** examples of LAP interventions and services:

- (1) *K-12 students who score below standard for their grade level in basic skill areas, including reading, writing, mathematics or readiness associated with those skills;*
 - Transition readiness program for students enrolled in transitional kindergarten or kindergarten.
 - Small group and/or individual academic interventions and supports.
 - Social-emotional and/or behavioral interventions and supports.
- (2) *students who are identified in eighth grade in need of high school transition support, which could continue up through the end of ninth grade;*

- Transition readiness academy during the year and/or summer with integrated academic and social-emotional learning supports.
- Course focused on the skills and habits of mind needed to be successful in high school and beyond, such as Advancement via Individual Determination (AVID).
- Peer mentoring system for eighth grade students who are assigned a high school mentor with structured activities and meetings.

(3) students in grades nine through twelve who are at risk of not meeting state and local graduation requirements.

- Credit retrieval (in person or online) programs during the school day, beyond the school day, and during summer school.
- Enrollment in an alternative school or skill center, such as Open Doors.
- Support from a graduation specialist and/or mentor.

Currently, LEAs are encouraged to budget and expend LAP funding using the components of the WISSP. These components include: needs assessments, integration and coordination of supports, establishing community partnerships, and data-driven decision making. Starting September 1, 2025 or when the emergency order is removed (whichever is later), LEAs are required to use this framework to budget and expend their LAP funds (see question 1A for more information).

A5. Must LAP be used to provide learning assistance and supports that are in addition to core instruction?

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

A6. What is the difference between LAP base and LAP high poverty funds?

LAP base funds are generated from the LEA percentage of K–12 students who were eligible for free or reduced-price meals and each participating LEA receives an allocation amounting to an additional 2.3975 hours per week of instructional time based on the prototypical class size of 15 students full-time equivalent (FTE). An LEA may use LAP base funds for any LAP allowable activities and may decide which buildings receive LAP base funds.

LAP high poverty funds are generated from qualifying schools within an LEA with a three-year rolling average of the prior year enrollment qualified for free or reduced-price meals equaling or exceeding fifty percent. Each qualifying school receives an allocation amounting to an additional 1.1 hours per week of instructional time based on the prototypical class size of 15 students (FTE). An LEA must ensure LAP high poverty funds are expended within the school that generated the funds. LEAs and schools may use LAP high poverty funds for any LAP allowable activities except for RTL activities.

For more information on LAP base and LAP high poverty funds, refer to the LAP Allocations and Eligibility Questions section.

A7. Can LAP pay for an educator’s English Learner Endorsement?

No. LAP cannot pay for an English Learner (EL) endorsement. Title III can pay for a teacher to pursue an EL endorsement, excluding the fee to add the endorsement to the teacher’s certificate. For more information contact the Title III office at 360-725-6147. The Professional Educator’s

Standards Board (PESB) also offers an educator re-tooling scholarship program. Visit the [PESB](#) website for more information.

A8. Can LAP fund translation services?

There are certain requirements under federal and state law that must first be met. Under federal and state law, all parents have the right to information about their child's education in a language they can understand. Please refer to Title IV regulations, [Chapter 28A.642 RCW](#), and [Chapter 392-190 WAC](#). LAP can pay for translation services in relation to information about the LAP program and program activities.

A9. Is it allowable to provide LAP services in a language other than English?

If students are eligible for LAP and their primary language is not English, they are eligible to receive LAP services in their primary language.

A10. Can LAP funds support dual language interventions and supports?

Yes. Dual language education is general education content taught in two languages. Dual language education in Washington State is designed to prevent and close opportunity gaps for multilingual/English learners and American Indian/Alaska Native students and prioritizes historically underserved student groups. The student outcome goals are 1) bilingualism and biliteracy proficiency, 2) high academic achievement in all content areas, and 3) sociocultural competence. Programs begin in preschool or kindergarten and extend through high school. For more information, see [OSPI Dual Language Education and Resources](#).

LAP funds provide support for supplemental instruction and services to LAP-served students, meaning students with the greatest academic needs (RCW [28A.165.015](#)) who are not yet meeting academic standards in basic skills areas (reading, writing, and mathematics as well as readiness associated with these skills) as identified by statewide, school, or district assessments or other performance measurement tools. In a dual language program, LAP-served students may receive intervention and supports in their native language and/or language of instruction, depending on their identified needs. The intent of these supplemental supports is for LAP-served students to increase academic growth during the period of time they are provided services, so progress monitoring and growth may be determined through the student's native language and/or language of instruction. Below are sample strategies that may be funded through LAP:

- Supplemental curricula and materials for LAP-served students receiving additional support in the student's home language and language of instruction.
- Additional literacy supports, interventions, and progress monitoring tools in LAP-served student's home language and language of instruction.
- Targeted professional learning specific to dual language education to address the needs of LAP-served students.
- LAP-served family and community engagement in the dual language program.
- Instructional coaches to support dual language program interventions and supports for LAP-served students.

A11. Are online schools, alternative schools, open door programs, and reengagement schools eligible to receive LAP?

Maybe. These schools qualify for LAP base and LAP high poverty allocations the same way other schools do. OSPI creates a LAP Calculator for each school year to assist LEAs in determining their LAP allocations. You can access it on the [OSPI Budget Preparations web page](#).

A12. Can LAP funds be used for field trips?

Field trips are LAP allowable if: 1) students are receiving LAP services; and 2) the field trip is tied to the LAP support.

B. BEHAVIOR

B1. Can an LEA use LAP funds for services and activities related to behavior?

Yes. LEAs may use LAP funds to implement a variety of services and activities related to behavior. LAP-funded behavioral services and activities should be implemented to enhance educational opportunities for LAP-served students based on identified behavioral needs. Behavioral services and activities may include behavioral interventions and supports for LAP-served students, as well as targeted professional learning and behavior consultant coaching for educators supporting LAP-served students.

B2. Do LEAs need to use academic measures of performance to identify students as eligible to participate in LAP behavior services?

Yes. Although LEAs must primarily use academic measures of performance to identify students as eligible to participate in LAP services, it is best practice to use an integrated and systemic approach towards addressing behavioral and academic needs, including by using multiple academic and nonacademic measures when identifying student needs and matching supports. A student's academic and behavioral needs may be interrelated since components of one domain can influence the other.

B3. How can LAP funds be used to provide behavioral services for LAP-served students with identified behavioral needs?

LEAs may use LAP funds to provide behavioral services for LAP-served students with identified behavioral needs, regardless of the category in which such students met the criteria to be selected for participation in LAP services. Different LAP student selection and data reporting requirements apply under each of the program categories:

1. Students who score below standard for their grade level in ELA or mathematics.

Depending on the relationship between a student's behavioral and academic needs, an LEA may provide LAP-served students under this category both behavior services and ELA or mathematics services or only behavior services. The impact of behavior services is measured by academic growth in ELA or mathematics so behavior services should be designed to positively influence student academic outcomes.

Data for LAP-served students receiving behavior services under this category must be reported in CEDARS Student Attributes and Programs File (I) using the valid value *38 – LAP Behavior* under *Element 106 – Program Code*, as well as in CEDARS Student Growth File (Q).

Although the measures LEAs use may include specific behavior assessments, LEAs report assessment information for ELA or mathematics under *Element Q08 – Identification Assessment*, as well as progress monitoring and academic growth data for ELA or mathematics under *Element Q09 – Amount of Academic Growth* and *Element Q10 – Progress Monitoring Assessment* for state reporting purposes.

- 2. Students who are in grades 9th through 12th who are not on track to meet state or local graduation requirements.** Depending on the relationship between a student’s behavioral and academic needs, a LEA may provide LAP-served students under this category a variety of behavioral, nonacademic, and academic assistance. Academic content areas are not limited to ELA or mathematics and include any state or local courses required for graduation. Behavioral services should be designed to support students in meeting graduation requirements. Although LEAs are not required to report academic growth data to provide graduation assistance services, in accordance with best practice, LEAs should use data when designing program services and assessing student progress at the local level.

Regardless of the type of behavioral or academic assistance provided, data for LAP-served students under this category must be reported in CEDARS Student Attributes and Programs File (I) using the valid value *11 – LAP Extended Learning Opportunities Program* under *Element I06 – Program Code*. Refer to the Graduation Assistance section for more information.

- 3. Students in eighth grade who need additional assistance in order to successfully transition into high school.** Depending on the relationship between a student’s behavioral and academic needs, an LEA may provide LAP-served students under this category a variety of behavioral, nonacademic, and academic assistance. Behavioral services should be designed to support eighth grade students in successfully transitioning into high school, which may continue through the end of ninth grade. Although LEAs are not required to report academic growth data to provide high school transition services, in accordance with best practice, LEAs should use data when designing program services and assessing student progress at the local level.

Regardless of the type of behavioral or academic assistance provided, data for LAP-served students under this category must be reported in CEDARS Student Attributes and Programs File (I) using the valid value *11 – LAP Extended Learning Opportunities Program* under *Element I06 – Program Code*. Refer to the Graduation Assistance section for more information.

Refer to OSPI’s [Behavior Menu of Best Practices and Strategies](#) for additional information about research-based behavior practices and strategies.

Refer to OSPI’s [CEDARS](#) and [LAP Data Reporting](#) webpages for additional information about LAP reporting requirements.

B4. Is professional learning to support implementation of schoolwide positive behavioral interventions and supports or schoolwide behavioral health system an allowable use of LAP funds?

Yes. To the extent that staff support all students, including LAP-served students, LEAs are strongly encouraged to provide professional learning opportunities for all classified and certificated staff. When using LAP funds to implement professional learning that focuses on the needs of a diverse student population in a manner that compliments existing schoolwide behavioral systems, it is recommended that schools include classroom and administrative staff—whether instructional (e.g., paraeducators and instructional coaches) or noninstructional (e.g., social workers, counselors, and transportation staff)—as well as any contracted staff who interact with students (e.g., school-based health professionals or security).

B5. Is hiring or contracting for additional staff to provide behavioral interventions an allowable use of LAP funds?

Yes. LAP funds may be used to hire additional staff to support the behavioral needs of LAP-served students. Depending on the identified needs and availability of resources, LAP funds may be used to hire or contract for positions such as a behavior consultant teacher/instructional coach, parent and family engagement coordinator, school-based behavioral health specialist, or paraprofessional to deliver behavioral interventions, staffing, etc.

C. EARLY LEARNING, KINDERGARTEN TRANSITION, AND KINDERGARTEN

C1. May LAP funds be used for kindergarten readiness activities prior to the first day of school, including early start?

Yes. LAP funds may support kindergarten readiness and transition through several different strategies. LEAs are encouraged to set up data-sharing opportunities with early learning providers and families to identify the children who may need additional transition support prior to the start of the kindergarten year.

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

- Conduct family engagement activities or family/home visits in late spring/summer before kindergarten starts, but after students are enrolled.
- Early start programming in summer before kindergarten starts, but after students are enrolled. This could be an earlier start to the year (extended time), or a more informal play and learning group held weekly.

C2. May LAP funds be used to provide supplemental supports to students in Transitional Kindergarten (TK)?

Yes. LAP funds may support supplemental supports to students in [Transitional Kindergarten](#) (TK) as long as the following conditions have been met:

- Students need to be enrolled in Transitional Kindergarten.

- Students must be eligible for support through not yet meeting expectations in basic skill areas (reading, writing, math) or readiness associated with them.
- Students must receive *supplemental* services that match their identified academic and nonacademic needs.

TK students are subject to LAP reporting, as with any K–12 student.

C3. May LAP funds be used to support professional learning that brings early learning providers and kindergarten teachers together?

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

C4. May LAP funds be used to provide full-day kindergarten classes?

No. State basic education funds full-day kindergarten. Now that the state provides fully-funded basic education full-day kindergarten classes, basic education needs to cover the cost. This is a change from years prior. LAP funds can be used to assist full-day kindergarten students who have not yet met grade-level standards in ELA or mathematics. LAP funds can also be used to support kindergarten transitions. The Menu of Best Practices and Strategies for [ELA](#), [Math](#), or [Behavior](#) includes ideas for kindergarten transition activities. As a reminder, program and reporting requirements are the same for all LAP-served students, including tracking individual student growth using developmentally appropriate assessment(s).

C5. May LAP funds be used for preschool?

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

D. GRADUATION ASSISTANCE

D1. What is the definition of graduation assistance?

In accordance with [RCW 28A.320.190](#), graduation assistance includes extended learning opportunities for 9th through 12th grade students who are not on track to meet local or state graduation requirements as well as eighth grade students who need additional assistance in order to have the opportunity for a successful entry into high school. Services and activities may include credit retrieval, family engagement activities, behavioral services, AVID, and graduation assistance coaching.

D2. Are credit retrieval services and activities applicable to ALL CORE courses?

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

D3. Can grade 8 transition to high school services and activities be made available to students in grade 9?

Yes. Grade 8 transition programs begin in 8th grade and may continue in the summer and through 9th grade. For example, if an LEA identifies a large number of incoming freshman students with one or more early warning indicators (excessive absenteeism, failing a course in the first quarter, or receiving a suspension), the LEA may consider using LAP funds to provide comprehensive grade 8 transition to high school services and activities.

D4. What is the difference between a student who is credit deficient and a student who needs credit retrieval?

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

Many students failing high school courses end up in a credit retrieval and credit deficient situation. The students must complete credit retrieval to earn credits in a course they previously failed. At the same time, the students also fall behind when they have not progressed in their next set of courses.

D5. Our high school wants to use its LAP funding for a graduation coach. Is this allowable?

Yes. Graduation coaches can be funded through LAP to help LAP-served students make progress toward on-time completion of high school. More information is available under Transition Services/Graduation Assistance in the Menu of Best Practices and Strategies for [ELA](#), [Math](#), and [Behavior](#). For LAP data reporting, students in Graduation Assistance are reported based on the number of students and the type of service received.

D6. Can LAP pay for GED, SAT, or ACT test fees?

It is allowable to use LAP funds for GED, SAT, or ACT fees for LAP-served students to meet graduation requirements, if no other funding for test fees is available. We would encourage LEAs to first look for other funding sources, such as Parent-Teacher organizations or community-based organizations for help. For LAP-eligible students who may not pass the SAT or ACT, please consider other alternatives to meet graduation requirements. For reporting purposes, code these students as graduation assistance on the LAP end-of-year report.

E. SPECIAL EDUCATION*

E1. Can students with IEPs receive LAP-funded services?*

Yes. Students with IEPs are eligible for LAP-funded services on the same basis as all other students. Their special education eligibility status neither excludes them from consideration nor guarantees eligibility. Schools should use their agreed-upon data-based decision making process to determine which students, including those with IEPs, are eligible for LAP-funded services. LAP-funded services are supplemental to universal instruction and include advanced tiers of support (Tier 2 and/or Tier 3) in MTSS.

It is ultimately up to the IEP team to determine where, how, and by whom specially designed instruction (SDI) and related services will be provided to serve the student in their least restrictive environment (LRE). The first consideration for all students with IEPs is to provide services in the general education setting. The team may also decide to provide SDI in a LAP-funded intervention to students who meet the eligibility criteria. LAP-funded interventions should match the identified needs of LAP-served students; they can be delivered through a push-in or pull-out model and in a small group or individually, to meet the student's identified needs as informed through data and outlined in their IEP.

Students with an IEP can also qualify for LAP-funded interventions that are not part of their IEP. For example, if a student has an IEP that addresses reading, but they are struggling in mathematics, they may receive LAP-funded intervention support in mathematics.

Below are applicable WACs, but in summary, other teachers, such as Title- or LAP-funded teachers, could assist in the provision of SDI or related services. However, a special education certificated staff person must design and supervise the SDI/related services and monitor the student's progress. Please note that "supervise", does not necessarily require line of sight supervision.

WAC [392-172A-02090](#) Personnel qualifications.(1)(i) Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American sign language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

WAC [392-172A-02050](#) Least restrictive environment. Subject to the exceptions for students in adult correctional facilities, school districts shall ensure that the provision of services to each student eligible for special education services, including preschool students and students in public or private institutions or other care facilities, shall be provided:(1) To the maximum extent appropriate in the general education environment with students who are nondisabled; and(2) Special classes, separate schooling, or other removal of students eligible for special education services from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Students with IEPs who meet the eligibility criteria and are served in LAP-funded interventions are included in in the LAP End-of-Year Report in EDS. For more information on reporting requirements for LAP-served students, please see Section J.

F. DYSLEXIA REQUIREMENTS ([ESSB 6162](#))

F1. Can LAP funds be used to purchase literacy screeners and related professional learning to meet the dyslexia requirements?

Maybe. Please read the following carefully.

Yes. LEAs may use a portion of their **LAP base funds** to purchase the [Dyslexia Advisory Council \(DAC\) Recommended Screening Tools](#) and professional learning to use the recommended screening tool as designed.

No. LAP base funds may not be used to purchase an alternative literacy screening tool, or pay for professional learning to use the alternative tool, including RAN/RAS assessments that have yet to be approved by the Dyslexia Advisory Council. Screeners not on the recommended list must meet the criteria identified in RCW [28A.300.700](#).

No. High poverty funds may not be used to purchase any screeners (recommended or alternative) or any related professional learning.

F2. Can LAP funds be used for interventions to meet the dyslexia requirements?

Yes. LEAs may use LAP base and high poverty funds to meet the intervention requirements in [RCW.28A.320.260](#), including providing targeted professional learning to educators so that they can effectively meet the identified needs of LAP-served students. Students who have indications of below grade-level literacy development, or areas of weakness associated with dyslexia, must receive evidence-based multisensory structured literacy interventions by an educator trained in the students' specific areas of weakness. These interventions must also be provided in a manner that is consistent with the Multi-Tiered System of Supports recommendations of OSPI and the DAC. To learn more about these requirements, please visit the DAC's [Tools and Best Practices webpage](#).

F3. If my LEA uses LAP funds to meet the dyslexia requirements, do we have to complete the LAP End-of-Year Report in EDS?

Yes.

- **Expenditures:** If LEAs use LAP base funds to purchase a recommended screener or provide professional learning related to that screener, the amount spent should be reported in dyslexia line item of the base section of the Expenditures Tab. If LEAs use LAP base or high poverty funds to provide interventions related to these requirements, they can include it in the appropriate intervention and professional learning line items as usual.
- **Student Data:** LEAs should submit individual student data for students who are provided LAP-funded supplemental support throughout the school year.
- **Professional Learning Activities:** If LEAs use LAP funds to pay for professional learning related to administering a recommended screener or delivering evidence-based multisensory structured literacy interventions, they should report this in the Professional Development section of the Services Tab.

G. COMMUNITY PARTNERSHIPS

G1. Can schools develop community partnerships to meet the needs of LAP-served students?

Yes. LEAs may use **up to fifteen percent** of the LAP **base allocation** and **up to fifteen percent** of the **high poverty** allocation to engage community partners using the framework of the WISSP as a guide in accordance with [RCW 28A.300.139](#). **Any high poverty funds used for community partnerships must specifically target the LAP-served students and families at the school that generated those funds.**

Community partners may deliver supplemental academic, nonacademic, and social-emotional interventions and supports to LAP-served students and their families. Any agreement entered into

by an LEA and a community partner in accordance with [RCW 28A.300.139](#) must:

- Specify that LAP funds may only be used to provide direct supports and services to students and their families.
- Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students and their families by the community partner and how those supports and services align to the needs of the students as identified in the student-level needs assessment required by [RCW 28A.300.139](#).
- Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards.

G2. Can for-profit as well as non-profit organizations be engaged as community partners?

Yes. LEAs may develop partnerships with community-based or other out-of-school organizations. These organizations may include, but are not limited to, expanded learning providers, mental health agencies, child welfare, local hospital, library, university, tribes, and local businesses.

G3. What types of activities would be considered direct supports and services?

An activity would be considered direct if the support or service is being provided to LAP-served students and their families without any intermediary. These direct academic, nonacademic, or social-emotional supports and services must be aligned with the identified needs of LAP-served students. Examples may include out-of-school personnel providing tutoring, mentoring, health services, counseling, basic needs, etc. to students and their families.

G4. Can LAP pay for administrative costs related to implementing direct supports and services?

Yes. Administrative costs are necessary for delivering effective direct supports and services, regardless of who is delivering them. Please follow the approved [LEA indirect cost rates](#) from SAFS for guidance on administrative costs.

G5. How are the up to fifteen percent of LAP funds for community partnerships to be tracked and documented?

The amount of funds expended for community partnerships (e.g., salaries, supplies, procurements, etc.) must be tracked and accounted for separately from the at least 85 percent LAP base and high poverty expenditures. LEAs may use a separate budget code, sub account, or other record keeping as documentation for the up to fifteen percent expenditures. These expenditure records may be audited by the State Auditor's Office.

G5. How are supports provided by community partners documented and then reported in CEDARS?

Any students who receive supplemental academic or nonacademic supports from authorized community partners or out-of-school organizations must be submitted under File (I) in CEDARS using code 73. If the community partner provided services to parents, then the students of those parents should be coded in CEDARS. OSPI is also required to collect (1) percentage of learning assistance funding used to engage community partners, (2) number of students receiving direct supports and services from those community partners, and (3) types of supports and services students received from community partners.

H. PROFESSIONAL LEARNING*

H1. What is the focus of professional learning funded by LAP? *

LAP funds must be expended for the purposes of RCW [28A.165.005](#) through [28A.165.065](#), which is to provide the most effective and efficient supplemental support to LAP-served students. LAP-served means students who are eligible for and then enrolled in supplemental services through the school's data-based decision-making process. Within MTSS, LAP-funded services are tier 2 and tier 3 supplemental supports that are matched to identified student needs. Professional learning that is paid for with LAP funds must be **targeted** and **aligned** with the needs of LAP-served students, and in general, should focus on strengthening Tier 2 and Tier 3 systems and supplemental supports.

H2. What types of professional learning can be funded by LAP?*

LAP-funded professional learning can include coaching, mentoring, and PLC activities that are targeted to meet the needs of LAP-served students and aligned with learning standards, evidence-based practices and strategies, and data-based decision-making. LEAs are strongly encouraged to provide professional learning opportunities for all classified and certificated staff to accelerate the learning for LAP-served students.

Professional learning funded by the LAP high poverty allocation must be targeted to staff who support LAP-served students within the school that generated the funds. If a school is combining LAP funds within a [Title I, Part A schoolwide program](#), the professional learning activities would need to be identified within the School's Title I, Part A Schoolwide Plan.

H3. When coaching is funded through LAP, what types of support can they provide?*

Coaches who are funded through LAP should provide intentional, data-informed support to staff who are focused on accelerating the learning of LAP-served students through supplemental supports in advanced tiers (tier 2 and tier 3). The goal of LAP-funded coaching is to increase educator instructional expertise and to effectively impact academic outcomes for LAP-served students. Coaching can occur in the general education setting to support implementation of differentiated instruction and supplemental, targeted push-in supports, to accelerate learning for LAP-served students.

If partially funded through LAP, coaches must spend a proportional amount of time supporting the needs of staff who are focused on accelerating LAP-served students in supplemental supports (tier 2 and tier 3) to ensure compliance with RCW [28A.165.055](#). Time and effort must be tracked if LAP funds are combined with federal funds other than Title I, Part A funds (see K17-K18 for more information). LAP-funded coaching supports are reported under professional learning and expenditures on the LAP end-of-year report, including number of staff and FTE.

Strategies to consider for LAP-funded coaching include:

- Provide coaching on how to use academic and nonacademic data to plan supplemental supports and respond to student need, including using data to monitor student progress and [make changes for individual success](#).
- Support educators (classroom teachers, paraeducators, volunteers, etc.) through a push-in

model of supplemental supports. Coaches may observe, co-plan, co-teach, etc., to develop educator skills and strategies.

- Establish coaching cycles based on need where an instructional coach models strategies with LAP-served students, then coaches educators to implement strategies through ongoing non-evaluative feedback as educators master strategies.

More [coaching resources](#) can support intentional professional learning planning on the National Center for Intensive Intervention.

I. FAMILY ENGAGEMENT

I1. Can either LAP base or high poverty funds be used to support family engagement activities?

Yes. LAP funds may be used for outreach activities and supports for parents and families of LAP-served students in order to accelerate student growth. When designing family engagement activities to support the academic and non-academic needs of LAP-served students and their parents, LEAs may use practices and strategies that can benefit all families so long as the intent is to support LAP-served students in accordance with decision-making processes that are data-informed. Refer to the Family Engagement entries in the [Menu of Best Practices and Strategies](#) and OSPI's [Title I, Part A Parent and Family Engagement \(PFE\)](#) webpage for ideas to support family engagement activities.

I2. May LAP funds be used to cover food, childcare, or transportation expenses related to family engagement activities?

LAP funds may be used to cover the costs for food, childcare, or transportation to increase participation of LAP-served students and their families. LAP funds may be used for outreach activities and supports for parents of LAP-served students, which may include employing staff to provide childcare services and other family engagement-related expenses such as transportation and food items. For example, when organizing family engagement activities outside of regular school hours or as part of summer programs, the LEA may use a portion of LAP funds to provide snacks and beverages to increase family participation in a manner that does not interfere with regular mealtimes. When using LAP funds for food expenditures, LEAs should be thoughtful of LEA per diem and budget considerations. Although it is allowable for LEAs to use LAP funds to provide food, it should be a last resort. LEAs and schools should first pursue other sources of funding such as child nutrition services funding and parent-teacher organizations, community-based organizations, or related supplemental funding.

I3. Do childcare services and staffing funded by LAP need to be limited to meeting the needs of LAP-served students?

No. If an LEA uses LAP funds to provide childcare services for the purpose of meeting identified needs of LAP-served students and their parents, LEAs are not precluded from extending childcare services to additional children of other students or parents. Staff funded by LAP to provide childcare services are not limited to only working with LAP-served students.

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

Yes. LEAs may use LAP funds for outreach activities and support for parents of LAP-served students, including employing parent and family engagement coordinators.

15. How should LEAs collect and report data related to family engagement activities such as content nights?

LAP can fund activities such as content nights that specifically target inviting LAP-served students and families to the event. LEAs report such LAP-funded services and activities under the Family Engagement tab on the end-of-year report. At the local level LEAs should collect data to inform family engagement implementation and evaluation efforts. For example, LEAs should consider the following questions: How will the family engagement activities increase the likelihood of academic success? What outcomes are expected?

J. ACCOUNTABILITY AND REPORTING*

J1. How will LAP be monitored by OSPI?

OSPI will monitor LAP requirements through the end-of-year report in the Education Data System (EDS). The primary purpose of monitoring is to review how LAP-served students are identified and served; how the LEA allocates and funds resources; and how programs are implemented and evaluated for effectiveness.

J2. How will LEAs report LAP program data to OSPI?

The required data for CEDARS File (I) (program enrollment) and CEDARS File (Q) (academic growth data) will be collected through the LEA’s Student Information System (SIS) and loaded into EDS. The remaining school- and LEA-level data needed to complete the LAP end-of-year report is reported in the LAP application directly, which will be accessible through [EDS](#).

J3. What information will be collected through the LAP application in EDS?*

The LAP application in EDS has three primary sections:

Learning Assistance Program (LAP) Data Reporting Overview				
Data Type	Elements	CEDARS Element	Location	Frequency
Program Enrollment <i>All Data Student-Level *</i>	1. Program Code (identical to file Q)	I06/Q06	Student	On-going (best practice)
	2. Entrance Date (identical to file Q)	I07/Q07	Information System	
	3. Exit Date	I08	(CEDARS File I)	
	4. Exit Reason	I09		
Assessment & Academic Growth <i>All Data Student-Level *</i>	1. Program Code (identical to file I)	I06/Q06	Student	As Available/ Due by September 30
	2. Entrance Date (identical to file I)	I07/Q07	Information	
	3. Identification Assessment	Q08	System	
	4. Amount of Academic Growth	Q09	(CEDARS File Q)	
	5. Progress Monitoring Assessment	Q10	LAP CEDARS	
	6. Entrance Score	Q11	Program Codes	

	7. Entrance Score Date	Q12		
	8. Exit Score	Q13		
	9. Exit Score Date	Q14		
	10. Extended Learning Time Intervention	Q15		
	11. Tutoring Intervention	Q16		
	12. Student At Grade Level	Q17		
LAP Activities & Expenditures	1. Progress Monitoring Narratives	N/A	LAP Application in EDS	Annually Due by September 30
	2. Graduation Assistance			
	3. Family Engagement			
<i>1-4 School-Level ^Δ</i>	4. Professional Learning			
<i>5-7 District-Level [◇]</i>	5. Summer School			
	6. Community Partnerships			
	7. Acceptance of Funds and Assurances			
	8. LAP District and High Poverty Schools Expenditures			

Student-level data can be verified for accuracy in the [LAP Application in EDS](#). Please review instructions for checking data accuracy in the Reports accordion on the [LAP webpage](#).

* Student-Level: Data required for every student receiving LAP services.

^Δ School-Level: Data required from every school receiving LAP funds.

[◇] District-Level: Data required from every district receiving LAP funds.

Starting with the 2022-23 report, LEAs will submit community partnership data and accept funds and assurances for LAP in the LAP Application and Report in EDS.

J4. Do all program codes require student growth data?

No. As you can see below, only specific program codes require months of growth reporting:

Student Attributes and Programs File (I), Element I06		Student Growth File (Q), Element Q06	
37	LAP ELA	37	LAP ELA
6	LAP Math	6	LAP Math
7	LAP Academic Readiness	7	LAP Academic Readiness
38	LAP Behavior	38	LAP Behavior
44	Washington Reading Corps Literacy Support	44	Washington Reading Corps Literacy Support
11	Graduation Assistance, Grade 8-9 Transitions		
73	Community Partnerships		

For CEDARS reporting, graduation assistance (9-12), grade 8-9 transitions, and community partnerships are only included in File I, Student Attributes and Programs. ELA, math, academic readiness, behavior, and Washington Reading Corps Literacy Support all require reporting in File Q, Student Growth. Please refer to the [user guide](#) for more information.

J5. If our school uses funding for online math or reading support, how do we report this on the LAP end-of-year report?

It depends on the grade level and services provided to the student. For example, if online credit retrieval is offered, this service is reported under graduation assistance. If online tutoring is offered, this service is reported at the student level under extended learning time or tutoring (intervention during the school day). Please see the Reports accordion on the [LAP webpage](#) for more information on specific program activity codes.

J6. Where can I find technical assistance on determining months of growth?

The Reports accordion on the [LAP webpage](#) also includes conversions to calculate months of growth from common assessment vendors. If you are looking for guidance from a different assessment vendor than what is provided on the LAP webpage, please reach out to the vendor directly for guidance on calculating months of growth for LAP reporting.

J7. What assessments should LEAs use for identifying students for LAP eligibility?

OSPI does not endorse specific screening tools for LAP. LEAs can refer to the National Center on Response to Intervention’s (NCRTI) [Screening Tools Chart](#) as a reference for selecting assessments used for screening. The chart reflects results from four years of reviews and provides up-to-date information on assessments that are sent to the center for the quality of rating, in addition to being valid, reliable, and normed. The quality of rating varies among those reviewed.

Educators should administer the assessment with fidelity, or as it was intended to be administered and used. Fidelity will ensure that teachers, parents/guardians, and students will receive useful information about student strengths and needs.

J8. What assessments should LEAs use for progress monitoring and for measuring months of growth?

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

LEAs can also review the [Academic Progress Monitoring Tools Chart](#) from the National Center on Intensive Intervention (NCII) as a reference for selecting progress-monitoring assessments. Educators should administer the assessment with fidelity, or as it was intended to be administered and used. Fidelity will ensure that teachers, parents/guardians, and students will receive useful information about student growth during the time that they receive services.

J9. If an LEA does not currently have assessments that are used consistently to measure academic yearly growth, can LAP funds be used to purchase these?

Assessments that are administered to all students may not be charged to LAP funds. Specific assessments that are administered only to LAP-served students are allowable charges to LAP, provided the assessments are used solely to support LAP interventions, progress monitoring, diagnostic assessments, or to measure academic growth resulting from program interventions. The exception to this rule is purchasing screeners to meet the dyslexia requirements ([ESSB 6162](#)). Please see section F for more information.

J10. I am logged on to EDS, but I am not seeing the LAP application on my EDS application list. Where do I find it?

If the LAP application is NOT appearing on the list, the user does not have access to it. EDS application access is distributed at the LEA level by the LEA Security Manager. When the user contacts their LEA Security Manager, they will ask for the ‘LAP User Role.’ Please refer to the [user guide](#) for more information

J11. If a teacher is funded through both LAP and Title I, Part A, how should the students they serve be reported?

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

Schoolwide students do not need to be coded as receiving Title I, Part A services in CEDARS. Only students receiving services in a Targeted Assistance program need to be coded in CEDARS. If a group of LAP-served and Title I, Part A-served students are receiving the same interventions together, they should all be coded under both data collections. See note above about coding students in a schoolwide program. Also see L15. In a schoolwide model, with LAP combined within the schoolwide, all students, are counted in iGrants 244 (EOY) report, which does include LAP served students as well.

J12. Do I report students in the LAP student data report for the K–4 literacy report?

No. The K–4 literacy report is a separate report in iGrants. Please review the [user guide](#) for K-4 literacy to find specific instructions for that report.

J13. What documentation should we keep for LAP, and how long should we keep them?

We recommend that LEAs review the [record retention schedule](#) from the Office of the Secretary of State and reach out to their Agency Records Officer, legal counsel, their assigned Archivist with Washington State Archives, or general contact for record management with specific questions on record management: recordsmanagement@sos.wa.gov or 360-586-4901.

K. LAP ALLOCATIONS AND FISCAL QUESTIONS

K1. How is the LAP base allocation calculated?

In accordance with [RCW 28A.150.260\(10\)\(a\)\(i\)](#) each prototypical class size of 15 students (FTE), the formula is calculated based on an additional 2.3975 hours per week of instructional time. These additional hours per week are converted to staffing FTE, which are allocated as teachers. Salary and benefits are allocated to these programs based upon teacher FTE generated by this calculation.

The Formula is:

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

K2. How is the LAP high poverty school allocation calculated?

In accordance with [RCW 28A.150.260\(10\)\(a\)\(ii\)](#) each prototypical class size of 15 students (FTE), the formula is calculated based on an additional 1.1 hours per week of instructional time. These additional hours per week are converted to staffing FTE, which are allocated as teachers. Salary and benefits are allocated to these programs based upon teacher FTE generated by this calculation.

The Formula is:

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

K3. How is a school eligible to receive a LAP high poverty school allocation? When will the eligibility list be annually updated?

A school is eligible for the LAP high poverty school allocation if it:

- (1) Has a valid CEDARS code.
- (2) Had at least 50 percent or more of its students eligible for FRPL based on the students enrolled in the prior school year (so October 1 of the prior year, for the upcoming school year). Each school's three-year average poverty percentage determines qualification for the upcoming school year.
- (3) Is funded through the prototypical school's formula and reported school-based FTE in the P223 for the prior school year.
- (4) Open Door Program and Alternative Learning Environment (ALE) FTEs are also included.

Schools not funded through the prototypical school's formula are excluded.

K4. How do I determine my LAP base allocation and my LAP high poverty school allocation?

OSPI creates a LAP Calculator for each school year to assist LEAs in determining their LAP allocations. You can access it on the [Budget Preparations page](#) under Budget and Analysis Worksheets for the specific academic year. The calculator is for LAP Directors and Business Managers. It provides information needed for the F-203 and iGrants FP 218. It determines an LEA's LAP base allocation and high poverty school allocation under LAP. The LAP High Poverty Allocation spreadsheet helps you calculate carryover and is located on the [Apportionment Attachments page](#) under the specific academic year.

K5. How does OSPI determine the poverty percentage for eligible schools?

Poverty percentage data is the prior year's October 1 FRPL percentage using the total headcount (K–12) of the school and the FRPL headcount (K–12). Preschool students at the elementary school are excluded. Below are the CEDARS business rules for FRPL data:

1. Student is enrolled during the first business day in October
2. Student is reported as eligible for FRPL meals on the first business day of October (this information needs to be reported in CEDARS to be counted).

3. School is student's primary school.

If a student was eligible for FRPL meals on or before October 1, they may be included in the poverty count regardless of when the form was submitted or reviewed.

School Apportionment and Financial Services (SAFS) annually publish eligibility by March 31 for the following school year on the [SAFS webpage](#). Preliminary data is shared in mid-January in time for LEAs to review and challenge or correct. **LEAs must review, challenge, or correct this data before March 31. After this date, the data cannot be changed and will affect the upcoming year's allocations.**

K6. Do I still need to collect poverty percentage data as a Community Eligibility Provision (CEP) school and/or district?

Yes. OSPI uses poverty data for various purposes, including to estimate both base and high poverty allocations for LAP each year. It is important for CEP schools to continue to collect this information from families, and they can do so through the [Family Income Survey](#) (FIS). Surveys should be collected from all families whose students are not directly certified. LEAs can provide the survey to all families, such as through back-to-school packets, or target surveys to those not directly certified. Schools may provide incentives for completing the FIS forms, but cannot indicate they are required by USDA or ED.

K7. What hold harmless is in place for CEP schools and districts that receive LAP funding?

The Hunger-Free Schools Act (2020) modified the way that LAP funding is calculated for CEP schools and districts. RCW 28A.150.260 (10)(a) was amended to allow an alternate calculation for the prior-year Free and Reduced-Price percentage used in the LAP funding formula:

A. LAP Base: When calculating LAP Base funding each year, OSPI uses the greater Free and Reduced-Price Lunch Percentage (FRP) from two data sources:

1. The District FRP from the previous year (standard method) or,
2. The District FRP from the year immediately preceding the district's enrollment, in whole or in part, in CEP.

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

Nothing prevents a school or district from increasing their FRP while participating in CEP. Diligent Family Income Survey (FIS) collection and processing is key to increasing these percentages.

K8. How can we encourage families to turn in the Family Income Surveys?

OSPI has a number of template letters, resources, and best practices to help ensure that families return the surveys. These can be found at the [OSPI CEP webpage](#) under Family Income Survey Tools.

K9. What does my LEA need to do for the F-203 for the LAP Allocations?

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

There are three pieces of data the LEA will need.

- 1) AAFTE for the 2021–22 school year.

This will be entered on the *F-203 Estimated Revenues Page Item Code C1*.

It will be displayed on *F-203 1191 SN line I.A.*

- 2) A sum of the 2021–22 AAFTE from the high poverty schools that the LEA wants to claim for the LAP high poverty school allocation. Only include the FTE from the eligible schools that will be receiving a LAP high poverty school allocation.

This will be entered on the *F-203 Estimated Revenues Page Item Code Z076*.

It will be displayed on *F-203 1191 SN line I.A.* under the LAP high poverty section.

K10. Does my LEA have to claim the LAP base allocation and/or the LAP high poverty school allocation?

An LEA does not have to accept LAP funds. However, due to the way the apportionment system is set-up, an LEA must accept the LAP base allocation to accept the LAP high poverty school allocation. An LEA can opt out of the LAP high poverty school allocation.

K11. Does my LEA have to claim the allocation for all eligible high poverty schools? One of our schools will only generate a small allocation and the data reporting will exceed the cost of services.

No. An LEA can opt out from receiving the LAP high poverty school allocation for any of its eligible schools. Rather than choosing to opt out, OSPI recommends that eligible schools consider coordinating with the LEA to explore ways of combining LAP base and other possible funding sources with the high poverty allocation.

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

On iGrants FP 218: Select YES or No for each school listed to indicate if the school will accept the high poverty allocation. Mark YES, and enter the dollar amount from the LAP calculator, if the school is accepting the high poverty allocation.

K12. If my LEA does not claim one part of the LAP high poverty school allocation(s) because one school opts out, does my LEA get to use it for a different purpose?

No. LAP high poverty school allocations not allocated to the LEA are deposited in the state general fund and may not be reallocated to increase school year funding allocations for other schools in the LEA.

K11. What does my LEA need to do when completing the iGrants FP 218?

LEAs complete the iGrants FP 218 to receive the LAP base allocation and the LAP high poverty school allocation. OSPI will provide this information to SAFS for their calculation of yearly apportionment.

In iGrants FP 218, the LEA will identify the high poverty schools that will be receiving the LAP high poverty school allocation for the school year. OSPI will pull a final list of schools from FP 218. SAFS

will then use that list to pull actual final prior school year enrollment numbers for those schools from the P223 and calculate the LEA's annual LAP high poverty school allocation for the school year. This occurs in January, when apportionment for all LEAs switches from budgeted (as reported on the F-203) to actual.

K12. Two of the LAP high poverty schools on the eligibility list merged for the upcoming school year. How will their LAP high poverty school allocation be generated?

Report schools from the prior school year on the current year's iGrants FP 218. This way the funding will follow the enrollment and poverty data. It is the responsibility of the LEA to track the high poverty funds generated by the merged schools.

K13. One of the high poverty schools on the eligibility list merged with a school that was not on the list. How will their LAP high poverty school allocation be generated?

The funds generated from the high poverty eligible school in the prior year will be spent in the school that merged. Since one school did not generate a high poverty allocation, the funds spent in the merged school will be based only on the eligible FTEs from the prior year's eligible school.

K14. Our LEA is a new charter or tribal compact school, opening for the upcoming school year. Our poverty is the FRPL rate of the LEA where we are physically located. Are we eligible for the allocation?

For the LAP high poverty allocation, OSPI policy is to make new charter schools wait a year for enhancements tied to a school's poverty level. In the case of a new Tribal Compact School, if specific student FRPL data is known, contact School Apportionment to request eligibility.

For the LAP base allocation, a new school would be eligible in its first year using the FRPL rate of the LEA where the new school is physically located.

K15. May a portion of LAP allocations be carried over to the next fiscal year? What indirect administrative rate applies?

Yes. An LEA may carry forward up to ten percent from one year to the next for both the LAP base allocation and LAP high poverty school allocation. The funds must be used for allowable LAP activities. Carryover amounts in excess of ten percent will be recovered by SAFS in January of the following school year. Recovered funds are deposited in the state general fund and may not be reallocated to increase school year funding allocations for LEAs the following year. The federal restrictive indirect rate for the school year applies. SAFS provides approved [LEA indirect cost rates](#).

K16. May LAP funds be combined with Title I, Part A funds in a schoolwide program?

Yes. LEAs may combine their LAP base or high poverty funds with Title I, Part A in a schoolwide program. When combining funds within a schoolwide program, the intent and purpose of LAP, which is to provide supplemental instruction and services to LAP-served students, must still be met. Even though LAP activities may meet the same intent and purposes as Title I, Part A, LEAs need to ensure LAP-served students are identified and reported when combining funds within a schoolwide program. Refer to A2 for information about identifying students to participate in LAP services.

K17. May Title I, Part A and LAP funds still be considered as a single cost objective for reporting purposes?

Yes. Title I, Part A and LAP are considered single cost objectives because all LAP allowable activities are also allowable under the Title I, Part A regulations and both programs have the same general intent and purposes.

Note: For additional information about single cost objectives or split funding, please refer to the Time and Effort information available on the Title I, Part A, [Fiscal Requirements](#) webpage.

K18. Are employees funded by LAP required to complete monthly time and effort reports?

Yes and no. Please read the following carefully.

No. The employee is paid 100 percent out of LAP funds. However, if LAP is combined in a schoolwide program, a semi-annual certification is required. Please refer to the **Note** below.

No. The employee is paid partially out of LAP funds, partially out of Title I, Part A funds. Semi-annual certification still required.

Yes. The employee is paid partially out of LAP funds, partially out of non-Title I, Part A federal funds.

Note: OSPI requires all LEAs to document any staff that are paid for out of funds that have been combined in a schoolwide program. See question K16 for more information on single cost objectives for LAP and Title I, Part A.

For additional information about Time and Effort, please review the information available on the Title I, Part A, [Fiscal Requirements](#) webpage.

K19. Can materials purchased using Title I, Part A funds during a prior school year remain at the school for use by LAP-served students?

Yes. Since both programs are used to meet the same general intent and purposes, the supplies and technology purchased with Title I, Part A funds may remain in the school and continue to support interventions as intended at the time of purchase.

K20. May LAP funds be used to provide a summer program?

Yes. Summer programming is an allowable LAP-funded extended learning opportunity for students who meet the criteria to be served. If LAP is used to fund the summer programming, then LAP may be used to cover the costs of transportation, facilities, and support staff necessary to operate the summer program.

K21. May LAP and Title I, Part A funds both be used to provide a summer program?

Yes. Summer programming is an allowable use of both LAP and Title I, Part A funds. LAP funds can be used together with Title I, Part A funds to support either a school program or an LEA offered program. LEAs should be mindful of organizing the program so that it is easy to identify students for reporting purposes. For example, staff serving grade 1 students could be paid for with LAP, and staff serving grade 2 students with Title I, Part A. LAP-served students will be reported in the summer school tab in the LAP end-of-year report in EDS.

K22. The LEA served a group of students in LAP during the school year. May the LEA use LAP funds to serve additional students and/or a different group of students in the summer?

Yes. LAP enrollment may be fluid and serve different students throughout the regular academic year and the summer term if the students meet the LEA's eligibility for LAP services based on their

criteria, utilizing multiple measures. If they have determined the students to need summer school because they are not meeting standards or at risk of not meeting standards, then the students may be served.

K23. May LAP funds provide transportation associated with extended day services?

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

K24. May LAP funds provide snacks for children in extended learning programs (e.g., afterschool, Saturday school, summer programs)?

Yes. When using LAP funds for food expenditures, LEAs should be thoughtful of LEA per diem and budget considerations. Although it is allowable for LEAs to use LAP funds to provide food, it should be a last resort. Schools and LEAs should first pursue child nutrition services and other sources of funding available in the LEA.

K25. May a counselor be paid out of LAP funds?

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

K26. May LAP funds be used to purchase instructional technology, such as tablets, to support LAP-served students?

Yes. Technology can be purchased if it is to provide support to LAP-served students. For example, it can be an additional instructional support for a LAP-served student, or it could be the software or platform needed for online credit retrieval courses. Technology is a tool, not an intervention in and of itself. Technology alone cannot replace effective teaching or intervention activities.

L. LAP HIGH POVERTY FISCAL QUESTIONS

L1. Where must the LAP high poverty school allocation(s) be expended?

In accordance with [RCW 28A.165.055](#) the allocation(s) must be expended for the school(s) that generated the funding: "An LEA's high poverty-based allocation is generated by its qualifying school buildings and must be expended by the LEA for those buildings. This funding must supplement and not supplant the LEA's expenditures under this chapter for those school buildings."

L2. Do the LAP high poverty school allocation(s) have to go directly to the high poverty school(s), or can they be pooled across high poverty school(s)?

The LAP high poverty school allocation(s) must be expended for the school(s) that generated the funding to provide services and activities for LAP-served students within that school. LAP high poverty funds may be used to fund summer programming held for multiple schools if the economies of scale mean that one school is hosting the summer programming for multiple schools. In that case, the LEA needs to charge back the cost of the program to the school based on proportional enrollment of the summer program.

L3. How does an LEA demonstrate that the LAP high poverty school allocation(s) have gone to the high poverty school(s) that generated the funding?

LEAs must track LAP high poverty school allocations and expenditures for school(s) that receive a separate LAP high poverty school allocation. LEAs do this by:

- I. Using applicable program and location accounting codes.
- II. Ensuring the amount allocated is equal to the separate LAP high poverty school allocation as determined by funding formula.

L4. Our LEA has a school that will be receiving a LAP high poverty school allocation, but they never previously received LAP funds. Do they have to receive LAP base allocation in the school?

No. It is not required to have LAP base allocation in the school to be able to receive the LAP high poverty school allocation. However, the LEA cannot supplant LAP base allocation in the school with the LAP high poverty school allocation.

L5. What is the “supplement and not supplant” provision regarding LAP high poverty expenditures?

In accordance with [RCW 28A.165.055](#), qualifying schools’ LAP high poverty funding must supplement and not supplant the LEA’s LAP base expenditures for those school buildings. The guiding principle is that the LAP base allocation(s) are distributed to school(s) based on a clear educational purpose and the LAP high poverty school allocation provide *additional* funds to the school. A LAP high poverty school allocation should not replace a LAP base allocation. The LAP high poverty school allocation is intended to be additional.

L6. Are the tests for supplanting identical to Title I, Part A? Are there tests?

No. The rules and tests for supplanting Title I, Part A under the Every Student Succeeds Act (ESSA) are different than the LAP supplanting tests under state law. The state Legislature wrote a specific supplement and not supplant provision that only applies to the LEA’s expenditures for LAP base allocation and high poverty school allocation(s). Unlike Title I, Part A supplanting, the LAP supplement and not supplant provision does not consider services funded with general apportionment or federal programs.

L8. How long does a school have to spend the LAP high poverty school allocation? How much carryover is allowed? What indirect administrative rate applies?

The LAP high poverty school allocation is provided on a school year calendar, just like the LAP base allocation. For each school year, the period of funds is from September 1 to August 31. A district may retain ten percent in carryover for high poverty funds, per [WAC 392-162-112](#), as long as the funds are used for students at the school that generated it. Carryover amounts in excess of ten percent will be recovered by SAFS in January of the following school year. Recovered funds are deposited in the state general fund and may not be reallocated to increase school year funding allocations for LEA the following year. The federal restrictive indirect rate for the school year applies. SAFS provides approved [LEA indirect cost rates](#).

L9. If administrative costs to track the LAP high poverty school allocation separately and complete the necessary data reporting exceed my LEA indirect rate. How will the LEA pay for this?

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

L10. Does the LAP high poverty school allocation have to be spent at that physical location?

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

L11. Are LAP high poverty school funds required to provide equitable services to private schools?

No. Equitable services provisions under federal law only apply to Title I, Part A funds and do not extend to LAP high poverty funds.

L12. How does the LAP high poverty school allocation impact Title I, Part A comparability requirements?

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

L13. Can a school carryover ten percent of the LAP high poverty allocation if they do not qualify for the LAP high poverty allocation the following year?

Yes. Carryover funds are still available for the building even if they do not qualify for new funds for the current school year. The school will need to report services to students on the LAP end-of-year report. Refer to section J for LAP reporting information.

CONTACT OSPI FOR TECHNICAL ASSISTANCE

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