Statewide Network Meeting

Title I, Part A and Learning Assistance Program (LAP)

March 2024

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Vision

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

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

7 generations mindset

"One of our greatest natural resources is our elders. They are our history. Another valued resource is the children. They are our future. It is the privilege and the responsibility of the young adults to see to it that the elders and the children are honored and nurtured. We believe that the Great Spirit is with us in everything we do, and to maintain our relationship to Mother Earth and to achieve physical, mental and spiritual health, we will always need to remember who we are and why we are here."

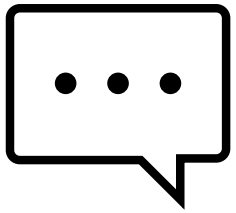
Excerpt from Squaxin Island Tribe Policies and Procedures

Tribal Land Acknowledgement

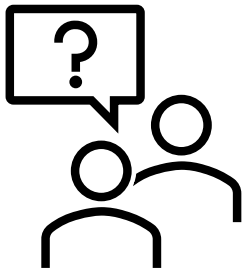
I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

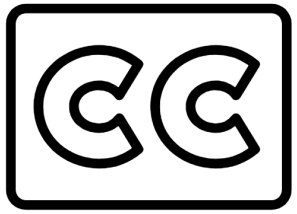
Housekeeping



Use Zoom chat feature for comments/reactions/links



Use Zoom Q&A to ask questions



Click the “Live Transcript” button to enable closed captioning

Slides will be posted to…

Webinar recording will be posted to…

Goals For Our Time Together

Section 1— Purpose (Intro)

- ***Spring*** into Summer
- **LEA Guest:** Mount Vernon's Program Evaluation and Community Partnerships | *Summer Programs*

Section 2— Title I, Part A | LAP

Title I, Part A

- Getting Ready for Program Evaluation
  - PFE and CNA
- *Networking Time*
- Early Learning –TK
- Fiscal Reminders

- LAP
  - *Reminders:* LAP Reporting and Poverty Counts
    - Composite Data

Section 3— Networking Breakout Rooms

- Thematic
- Small, Medium, Large

Spring **Into Summer**

Penelope Mena, Title I, Part A Program Supervisor Lead

An Intentional Evaluation Process *Informs…*

Community Partnerships

Services to Students and Families

Mount Vernon School District— *Program Evaluation and Community Partnerships* | *Summer Programing*

Mount Vernon School District

Partnerships and Summer Programing

Washington Office of Superintendent of
PUBLIC INSTRUCTION

MVSD Strategic Goals

Goal 1: Equity Centered Teaching, Learning and Leadership

Theory of Action: If MVSD educators focus on **creating district-wide systems, structures, and processes** that operate in alignment with one another, we will have an enabling context within which the **effective implementation of evidence-based practices** will **lead to significantly improved and more equitable educational experiences and outcomes** for all students in Mount Vernon.

Goal 2: Equity Centered Family and Community Partnerships

Theory of Action: When we engage all families and community partners through eliciting feedback in a variety of modalities, raising awareness of community resources and concentration, and **focusing relationships on authentic belonging**, then we are **better informed to serve all students and families in Mount Vernon** and will adjust our practices to be in alignment with our unique community values.

Goal 3: Equity Centered Resource Stewardship

Theory of Action: If we **responsibly allocate resources** to the initiatives prioritized in our strategic plan, we will **maximize learning and positive outcomes for each and every student**.

Strategic Goal 2: Equity Centered Family and Community Partnerships

When we engage all families and community partners through eliciting feedback in a variety of modalities, raising awareness of community resources and concentration, and focusing relationships on authentic belonging, then we are better informed to serve all students and families in Mount Vernon and will adjust our practices to be in alignment with our unique community values.

Priority Actions:

- **Inviting spaces** - turning the spaces back over to the community - to invite them in
- **Identify (develop a comprehensive list) and establish relationships** with community leaders, resources, and support protocols. Connect with leaders and understand and implement district led coordination of resources
- **Support communication and publication of the strategic planning initiative** throughout our diverse community to include all stakeholders with purpose and intention.
- Action to **develop progress monitoring and tools to measure are we engaged with our community** (mapping = a measure of success in engaging community)

What Data and Process supported the establishment of our goals and subsequent partnerships?

- **Goal Development:**
  - The district administrative team developed the goals in our Strategic Plan to further our work around Equity and Social Justice
  - We relied on recent learning from book studies (Belonging Through a Culture of Dignity, Street Data, etc)
  - We utilized the Washington School Improvement Framework to ensure alignment with our strategic plan and school improvement plans
  - We infused initiatives to address improvement for all students - especially those furthest from educational justice
    - Racial Equity Action Plan, MTSS, UDL, Reading Adoption, etc
  - Collaborated with the Board and provided opportunity for public feedback

- **Partnership Opportunities Identified Through:**
  - Understanding that if we want to go fast we go alone - If we want to go far we go together
  - Identified areas of need and opportunity gaps
    - Summer, before and after school programs, outdoor experiences, social services, etc
  - Selected specific groups who shared our desire to provide opportunity and improved outcomes for students, that had energy, expertise, infrastructure, and were willing to co create tailored programming that addressed the interest and needs of our students and families

Community Partnerships

- Foundation for Academic Endeavors (FAE) Partnership
- Boys & Girls Club of Skagit County
- Vamos Outdoors Project
- Salish Sea School
- Gear Up
- North Cascade Institute
- Skagit YMCA
- Latino Civic Alliance
- Triumph
- Children of the Valley
- Communities in Schools
- Latinos in Action
- O.U.R Journey

Communities in Schools of Whatcom Skagit (CISWS)

Our Mission is to surround students with a network of support, empowering them to stay in school and achieve in life.

- CIS is a **prevention** based K-12 program that provides schools with empathetic trained staff (Site Coordinators) that provide support in Academics, Behavior, and Coursework (A,B,C's).
- Our partnership with MVSD has spanned **8** years, and we currently serve **6** schools.
- CISWS has provided a total of **10,290.32** hours of support in whole school, small group, and one-to-one supports starting in the 2017-18 academic year to the end of the first semester of this academic year.
- Over these 8 years of partnership, CISWS has **case-managed* 754 students** (duplication of returning students by year)
- In the 2022-23 academic year, 100% of our CISWS case-managed students stayed in school and/or graduated.

Play Video

Communities In Schools
Whatcom-Skagit

CHILDREN OF THE VALLEY

Free referral-based after-school program

Serving 115 MVSD students in 2023-2024

Program was founded with MVSD 17 years ago

- **Direct partnership** with teachers to tailor academic support to each student's needs
- **Provide daily** reading, enrichment activities, social-emotional learning, healthy snacks, & safe transportation
- **Wrap-around services:** family basic needs support, middle-to-high school mentorship, & summer programming partnerships

Skagit Valley Family YMCA

Whole Family Health

And Wellness

Hoag Road YMCA

- Aquatics and Swim Lessons
- Fitness
- Youth Sports
- Senior Community/activity

Bakerview Sports Complex

- Youth Sports
- Summer Camps

Youth Development

Early Learning

- MV/Burlington/Anacortes
- Pre-School w/ SWSD

School-Age

- Multiple sites

Youth Camps

- YKids, MV/Burlington/Anacortes
- Camp Anderson - Lake 16

Social Impact

Oasis Teen Shelter

SW Rec Center

Street Outreach

MV Hope - Opioid Prevention

Anchor Community Initiative

Boys and Girls Club of Skagit County

- Regular, direct connections and communication
- Integrated program locations - served 12% of MVSD student population in ‘23
- Academic Enrichment and Support - participants advance faster than peers
- Social & Emotional Learning Programs with dedicated Mental & Behavioral Health Support Specialist
- Workforce Development Programs using TransfrVR Technology
- Strong Data-Sharing Agreement

BOYS & GIRLS CLUBS
OF SKAGIT COUNTY

GEAR UP

Gaining Early Awareness & Readiness for Undergraduate Programs

Grant Objectives

- To support students enrolling in and successfully completing academic rigorous coursework.
- To provide college financial aid information to students.
- To increase the percentage of students graduating high school with a high school diploma.
- To increase the percentage of students enrolling in and attending postsecondary education.

Programming

- Dual Credit Support
- HSBP Support
- Registration Support
- College Thursdays
- College Field Trips
- Collaboration w/ College & Career Center and support grants
- 7th Year Services

GEAR UP
UNIVERSITY of WASHINGTON

Vamos Outdoors Project

- Bilingual outdoor programs
- Culturally connected, representative mentors
- Connection to the Land,
- Access to the outdoors,
- Joy
- Developmental Justice
    - Latine and Migrant youth express high rates of trauma and Adverse Childhood Experiences
    - Research shows that physical exercise; spending time in nature; and fostering strong, responsive relationships can mitigate the long-term negative outcomes associated with ACEs, toxic stress, and trauma.
    - Vamos supports youth in their path to Developmental Justice.

TRIUMPH
TEEN LIFE CENTER

VALUE | SERVICES | NUMBERS

360.755.3267

Recreation & Nutrition
Students unwind from their day with a snack or a game.

Academic Tutoring
Coaches are available after school to assist with homework or assignments.

Gymnasium
Students can burn off energy by shooting hoops and playing games in the gym.

Fine Art Studio
Our art instructors lead art workshops that teach new skills and celebrate creativity.

Performing Arts Studio
Our performing arts instructor guides students through intentional activities.

2022
The year Triumph opened its doors in Skagit County.

186
The number of students we have registered since 2022.

150
The number of students we are currently serving in 2024

30
The number of students on average that visit our site daily.

150
The number of families we serve for Cafe con Pan / Food Pantry.

800
How many families we served at our Backpack Giveaway in 2023.

68%
68% of our students are female; 54% are male.

92.6%
92.6% of our students are Hispanic; 6.6% are white.

56.6%
56.6% of our students are migrant students.

100%
100% of our students qualify for free & reduced lunches.

9.8%
9.8% of our students with an IEP/504.

100%
Triumph's need for a partnership with Mount Vernon School District.

Counseling Room
Our student counselor is available to meet with students in need.

Music Studio
Our music coach offers music instruction that embraces creativity and skill.

Dance Studio
Our students learn and practice traditional folklorico dances and routines.

Garden Nueva Vida
Students learn how to plant, nurture, and harvest from their own garden.

Culinary Arts Studio
Our culinary instructor guides students through culturally relevant recipes and dishes.

Food Pantry
Triumph provides necessary assistance to families in need with culturally relevant staples.

North Cascades Institute: Youth Leadership Adventures

- 5-8 day backpacking and canoe-camping trips for high school students
- Connect with the natural world, gain leadership skills, build community
- 2023: Migrant students from Mt. Vernon attended a trip along with a staff mentor

"I was blown away … I loved the water and the moon that looked so pretty on the mountain at night. And being able to see the stars shine was so lovely, to go to bed at night, to view the most beautiful sunsets and see the waterfalls"

"I felt very free almost all of the time. I no longer felt the pressure to keep quiet"

THE FOUNDATION FOR ACADEMIC ENDEAVORS

- Culturally sustaining summer Learning for PK-7th grade Latine/x students
- Paid college fellowships
- Credit, scholarships & internship opportunities for high school students
- Bilingual parent workshops

Scan to watch our video

Over $2.5 Million Leveraged since 2018

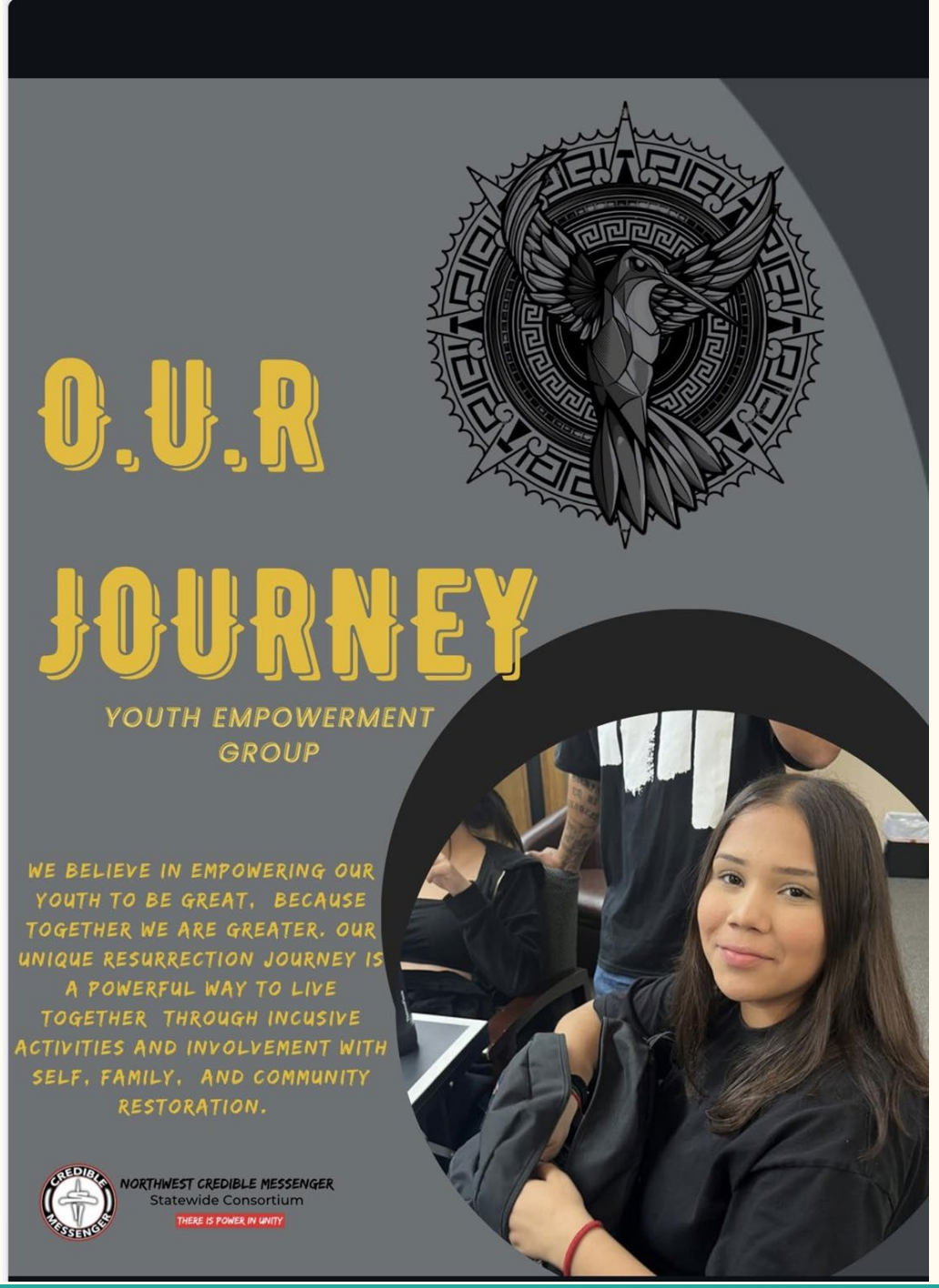
O.U.R Journey

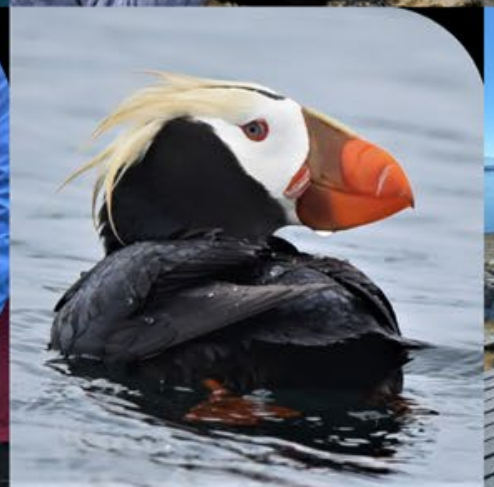
OUR Journey engages with the most at risk youth in our communities who are gang involved.

- We connect with them for self healing by helping them understand the meaning of self love, hope, family, and community connection.
- We also create a reentry plan to help them empower themselves so we can connect them back with their families and education.
- Creating an educational plan for them along with healing we can help them with their generational trauma and gang involvement.

Link to Mission and Program Overview

Link to Programs and Supports





The Salish Sea SCHOOL

WHAT?

Connecting communities to science and the sea to inspire its preservation.

HOW?

Adventure, research, & action programs.

WHY?

To ensure every student has a chance to engage with the Salish Sea in a meaningful way to foster a sense of connection, understanding, and responsibility for the environment in addition to exploring future career opportunities.

ACHIEVE is a Latino Civic Alliance Social Emotional Learning (SEL) and Cultural Relevant Youth Empowerment & Leadership program that supports students based on their current circumstances, goals and needs. Along with student support, the program provides family support to strengthen student and parental engagement and relationships to enhance overall student life achievement.

Parent Engagement: **ACHIEVE** team hosts monthly educational workshops in the preferred language for both parents and students. Workshops are to to improve relationship with school and know the resources the school offers.

Instructors: Instructors are Bilingual and Biliterate for students to be able to connect and relate to. Lessons are educational and activities are very hands on for students to express themselves and learn about their future.

Developing and Gaining New Skills: Students will develop and gain new skills to enhance their overall well-being and wellness at school and home. Provide Behavioral health services when applicable. The program offers homework support, Art Based and STEM Based lessons, and touch on subjects such as stress and coping management, communication skills, conflict resolution, time management and financial literacy and more.

LCA

LATINO CIVIC ALLIANCE

COMMUNITY | VISION | POWER

Summer Programing

Migrant Summer School

Elementary Migrant Summer Program and PASS Credit retrieval

Details: Provides in person support for summer supplementary educational and support services for eligible migrant students.

Mexican Consulate Bi-National Teacher Exchange Program The Mount Vernon School District in collaboration with the Mexican Consulate participate in the Bi-National Teacher exchange program during Migrant Summer School to host teacher from Mexico. Teachers will collaborate, plan, and co-teach with MVSD Staff at Migrant Summer school to teach lessons in Mexico's Culture, music, and arts.

Summer Literacy (Bookmobile)

Connecting Families to resources for all kids in the Mount Vernon School District

Partnership with Communities in Schools to provide books to students during the Summer at various locations across the county to ensure all students have access to these resources.

Imagine the Possibilities- Interest based Program

Mount Vernon School District offered Interest Based Programs during the 2022 summer break utilizing ESSER learning recovery funds.

This program consisted of two sessions for these programs, one in June and the second in August.

The sessions were 8 days long each with the goal of engaging students in areas of interest to hopefully introduce, connect, engage, or re-engage them with school, through high interest programs.

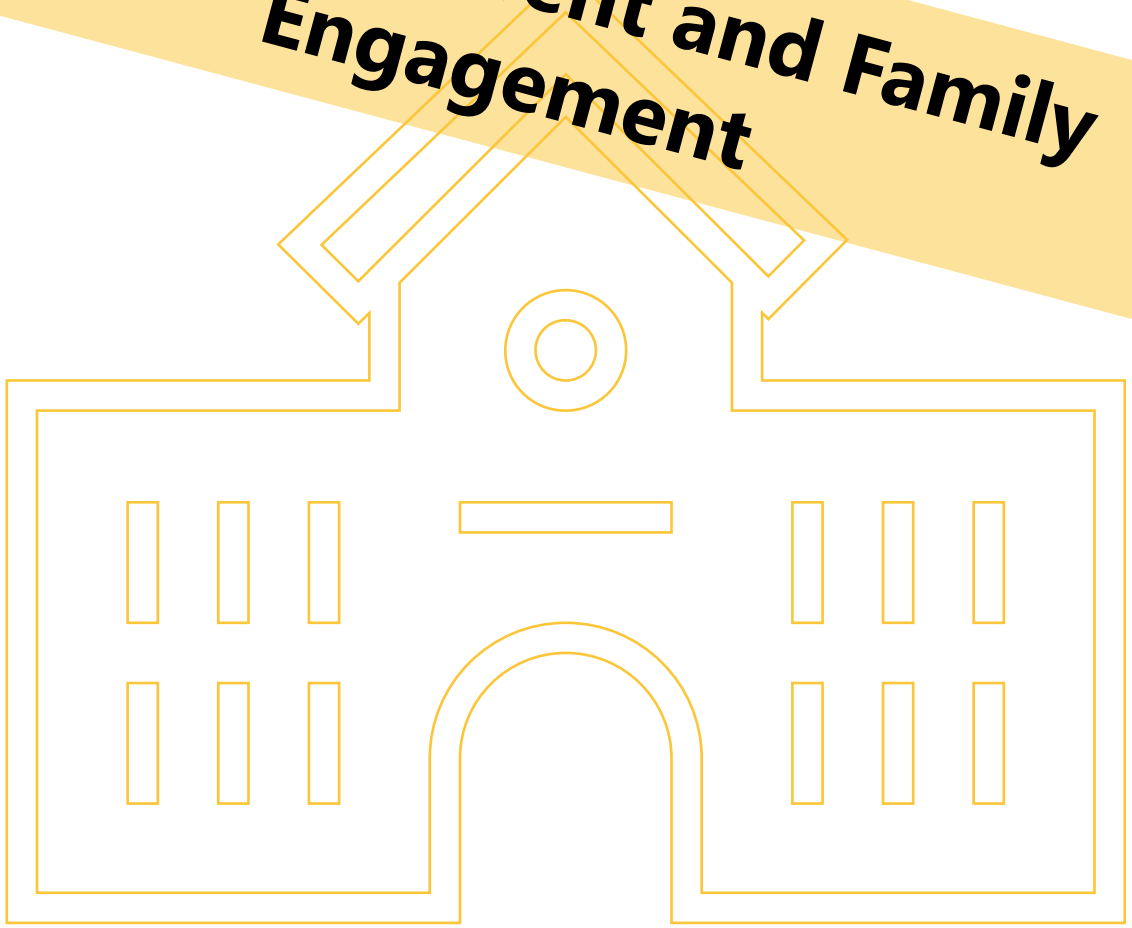
Some examples were:

- Exploring Art through FUN Projects
- Forest Exploration & nature Inspired Art
- Come Grow with Us
- Summer Fitness FUN with Paddles and Rackets
- Messy Science - STEM Investigations
- Intro to Video Game Development
- Ultimate Frisbee Camp
- Heritage Club
- Cooking Up in Skagit
- Creative Writing 101
- Fitness for Life
- Middle School Music Camp (Band/Orchestra)
- Beginning Spanish Skills
- We Run MV
- MVHS Speech & Debate Camp
- Creative Coding & Digital Art
- Heritage Club
- Arabic: Language and Culture
- Leaders in Action/Lideres en Accion

Questions?

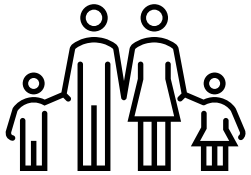
Organization	Contact	Email
Mount Vernon School District	Dan Berard	Dberard@mvsd320.org
Mount Vernon School District	Christina Mitchell Crim	cmitchellcrim@mvsd320.org
Communities in schools (CIS)	Melinda Herrera	melinda@ciswhatcom-skagit.org
Children of the Valley	Flora Lucatero	flora@covmv.org
Skagit Valley Family YMCA	Dean Snider	D.snider@skagitymca.org
Boys & Girls Club of Skagit County	Ian Faley	ifaley@skagitclubs.org
Gear Up	Manny Espinoza	mespinoza@mvsd320.org
Vamos Outdoors Project	Andy Basabe	andy@vamosoutdoorsproject.com
Triumph Teen Life Center	Rosa Juarez Mondragon	rosajuarez@triumphtlc.org
North Cascade Institute	Neal Smeltzer	neal_smeltzer@ncascades.org
Foundation for Academic Endeavors (FAE)	Carol Rodin Dania Jaramillo	carolrodin@skagitfae.org daniajaramillo@skagitfae.org
O.U.R Journey	Genero Sanchez	genaro@ourjourneyskagit.org
The Salish Sea	Amy Eberling	amy@thesalishseaschool.org
Latino Civic Alliance	Marie Bravo	marie@latinocivicalliance.org

Evaluating Parent and Family Engagement



Washington Office of Superintendent of
PUBLIC INSTRUCTION

PFE Year-at-a-Glance

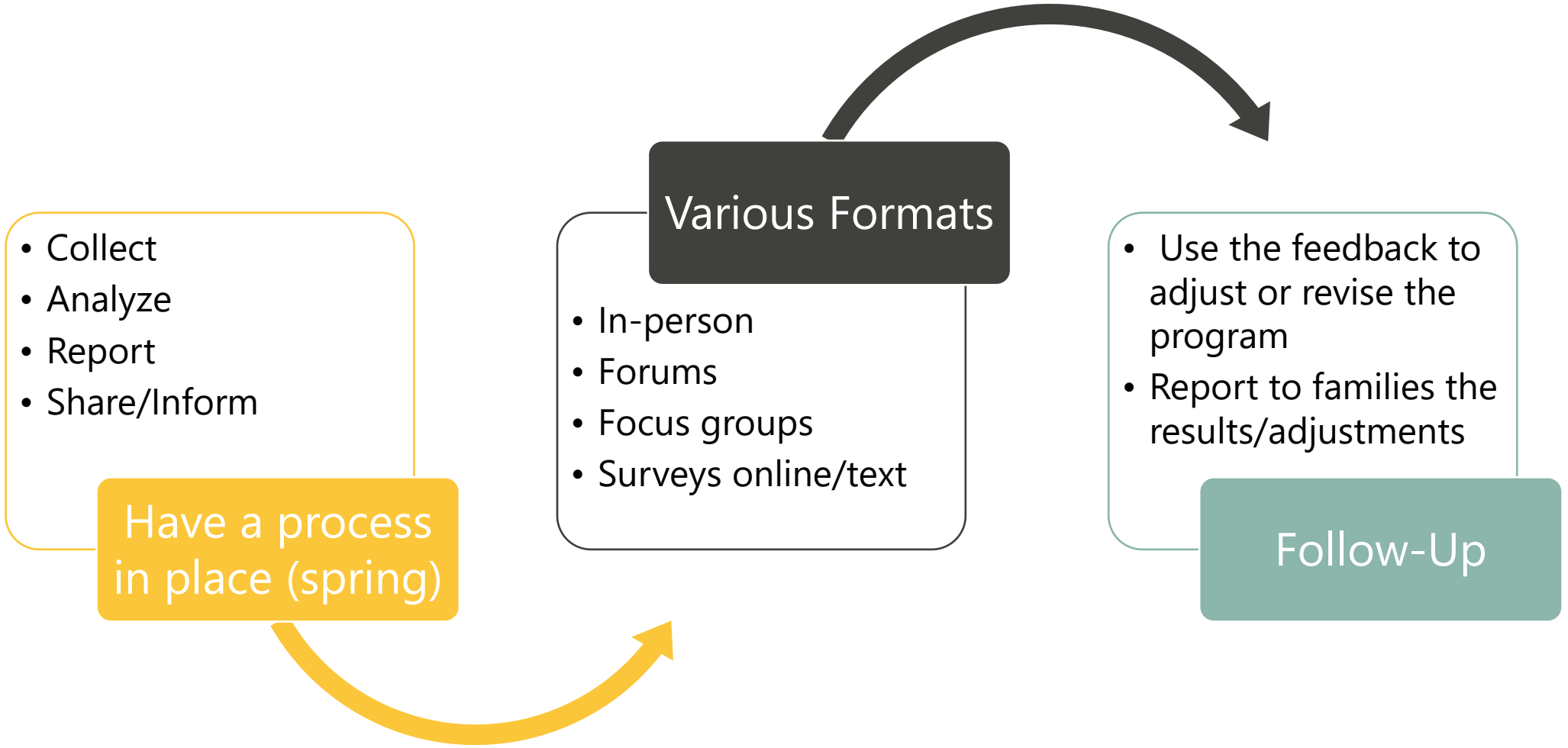


Title I Part A Guide 23-24 (ospi.k12.wa.us) (Starts on page 28)

Title I, Party A Year-at-a-Glance By Month (ospi.k12.wa.us)

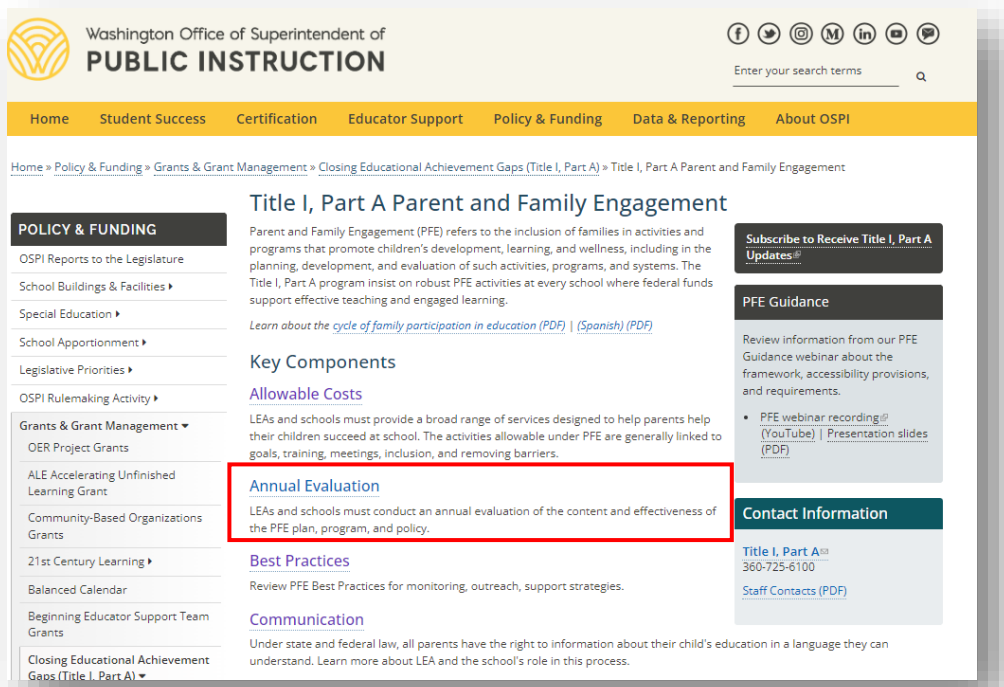
August	☐ Review and update parent/guardian notification materials (Report cards, Right-to-Know letters, etc.). Distribute no later than the beginning of the school year. ☐ Review and revise PFE policies and plans in consultation with parents.
September	☐ Distribute report cards (beginning of the school year, and not later than October). ☐ Design evaluations for LEA and school PFE activities.
October	☐ Send parent guardian notification of Parents' Right-to-Know. ☐ Conduct other stakeholder consultations on the development of the Title I, Part A policy (LEA and school).
November	☐ Ensure *School-Parent Compacts* are collected. ☐ Ensure Title I, Part A schools with TAS programs have set up files, notified parents, and implemented TAS services.
April	☐ Conduct other stakeholder consultations on the development of the Title I, Part A plan (LEA and school).
June	☐ Review and update LEA PFE policy based on data, e.g., evaluations, surveys, parent forums, focus groups. ☐ Review and update school-parent compact.

Process Matters, *When, What, Who …*



PFE Website and Resources

[Title I, Part A Parent and Family Engagement | OSPI (www.k12.wa.us)]



When your school is attempting to do a comprehensive survey process, you may find that breaking the survey into smaller pieces and administering it over a few weeks is a more manageable process.

- Parenting
- Communication
- Volunteering
- Learning at Home
- Decision Making
- Community Collaboration

Washington Office of Superintendent of
PUBLIC INSTRUCTION

National Community Schools & Family Engagement Conference

Still have PFE Funds?
Consider using PFE to build capacity for staff. Send a team of staff members.

Parent and Family Engagement Allowable Costs | OSPI (www.k12.wa.us)

2024 National Community Schools and Family Engagement Conference (CSxFE) - Institute for Educational Leadership (iel.org)

Additional Resources

PFE Guidance

- Review information from our PFE Guidance webinar about evaluation process and best practices.
- PFE webinar recording(link is external) | Presentation slides (Pages 63-68)
- Parent and Family Engagement Annual Evaluation | OSPI (www.k12.wa.us)

Resources for Evaluation

- Connecting-with-Hard-to-Reach-Families-Updated.pdf
- Family-Feedback-Reflection-Tool_Flamboyan-Foundation.pdf
- Evaluating-Family-Engagement.pdf (jbassoc.com)
- REL Publication | Toolkit of Resources for Engaging Families and the Community

Comprehensive Needs Assessment (CNA) Guidance

Dr. Sheila Gerrish | Title I, Part A Program Supervisor

What's our purpose:
Summative information (at the end) ***versus*** **Formative information (ongoing)?**

Summative	Formative
• A **program evaluation** can be considered an evaluation process used for summative purposes to determine the extent to which a program **has achieved** certain objectives and **how** the program achieved those objectives.	• A **needs assessment** can be considered an evaluative process used for formative purposes **to give us feedback** to help us understand… • **What's the gap** between the current state and the desired state for the organization; school and/or district? And… • The **resources required** for a program (such as Title I, Part A SW program, etc.) to achieve program goals.

PROGRAM EVALUATION = *Summative information*

Program evaluations are usually conducted at the **end** of a program and are intended to measure the efficacy and impact of the LEA's program(s).

Evaluation Procedures should include the data used, constituents consulted, process used to arrive at evaluation findings, and how these findings are utilized for planning and improvement.

The results of the evaluation, including information about any changes to the program, are shared with LEA, school officials, and distributed to all families in schools. To the extent practicable, the evaluation results are made available in multiple languages.

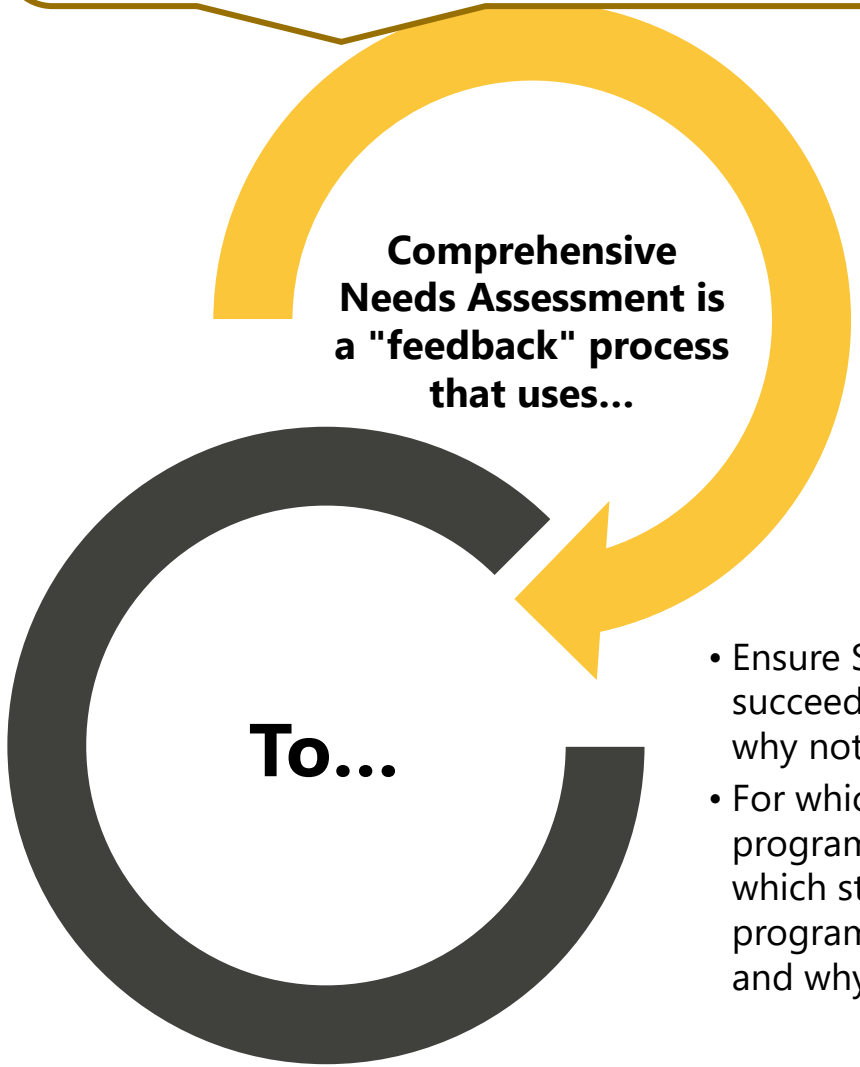
CNA and Schoolwide (SWP) | Targeted Assistance (TAS)

SWP: Title I, Part A requires a CNA process to be reviewed annually. ESEA section 1114(b)(3)

TAS: Recommend the use of the CNA process to identify areas of improvement for inclusion in the annual School Improvement Plan (SIP).

WA state requires each school to have a SIP annually approved by the school district board of directors that is data driven, based on a self-review of the school's program and includes "active participation and input by building staff, students, families, parents, and community members." (WAC 180-16-220(2)(b)(c))

Comprehensive Needs Assessment
= *Formative Information*



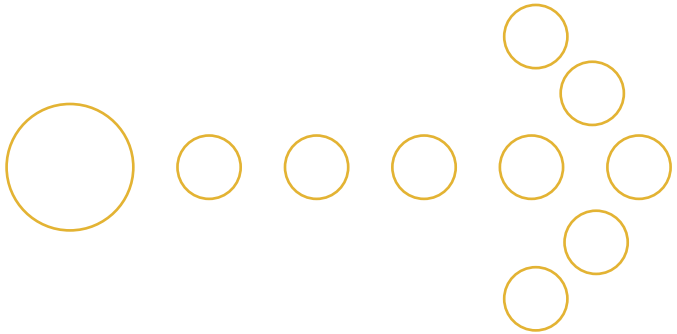
- Performance data from State assessments
- Performance data from other assessments
- Perception data, etc.

- Ensure SW program is succeeding, and if not, why not.
- For which students is the program working and which students is the program not working, and why.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Why use the Comprehensive Needs Assessment (CNA) Toolkit for WA State?

The CNA Toolkit can assist both schools & district through the process of examining data to identify, understand, and determine priorities that will inform implementation of improvement efforts to address opportunity gaps.



Conducting an effective needs assessment is the first step in the improvement process as it is designed to inform goals, as well as identify strategies and action steps leading to success across all programs (Cuiccio & Husby-Slater, 2018).

CNA Toolkit

- **CNA toolkit** was developed in cooperation with **OSSI** to provide a resource that will help schools and districts through the process of examining data to turn data into action through intentional review, analysis, interpretation of multiple data sources…

One process for multiple purposes:

A culture of Continuous Improvement is…

- A mindset
- Not one-shot
- Uses multiple sources of data
- Focuses on inquiry

It is NOT…

- Just compliance
- Guaranteed test scores in the short-term
- Only small number of individuals involved

INTENTIONALITY is key: The underlying assumption for school improvement suggests, **IF** we engage in the CNA process well, leading to actionable information such as…

Student- and system-level needs

Mapping resources, including potential community partners

Identification of organizations to partner with in alignment with needs to provide coordinated and integrated support

Data used continually to inform decisions and improve supports

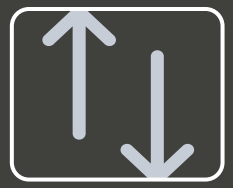
Then…

Student achievement will rise

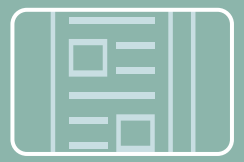
FIVE PHASES of THE CNA PROCESS

Local school district teams gather and review multiple sources of data to identify student and system strengths and needs, creating goals and implementation plans to create positive, long-term achievement.

PLANNING: Articulate the purpose and intended outcomes for the data review process.



COLLECTING AND ORGANIZING DATA: Organize readily available data. Decide on and collect any additional needed data. Create best presentation of data.



INTERPRETING INFORMATION: Uncover themes from individual data sources using data analysis techniques such as root cause analysis, without casting blame.

DETERMINING PRIORITIES: Decide what findings will have the greatest impact if addressed.

CONNECTING TO IMPLEMENTATION: Use results to create goals leading to lasting, long-term change. Include plan for progress monitoring of improvement efforts, adjusting as needed.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

State Support Network: Needs Assessment Guidebook (2018)

How each Appendix is set up: Suggested Activities and Guiding Questions for each phase

Appendix A: All Schools — Getting Started

"Data are gathered at the school-level and used to create a profile of the school's successes and areas of improvement, then used to assess the root causes, professional learning needs, and improvement plan priorities." UnderstandingandMaximizingFederallyRequiredNeedsAsssments06262017.pdf (ccsso.org)

Note: See Appendix G for optional tools and resources to help gather information and move through the CNA process.

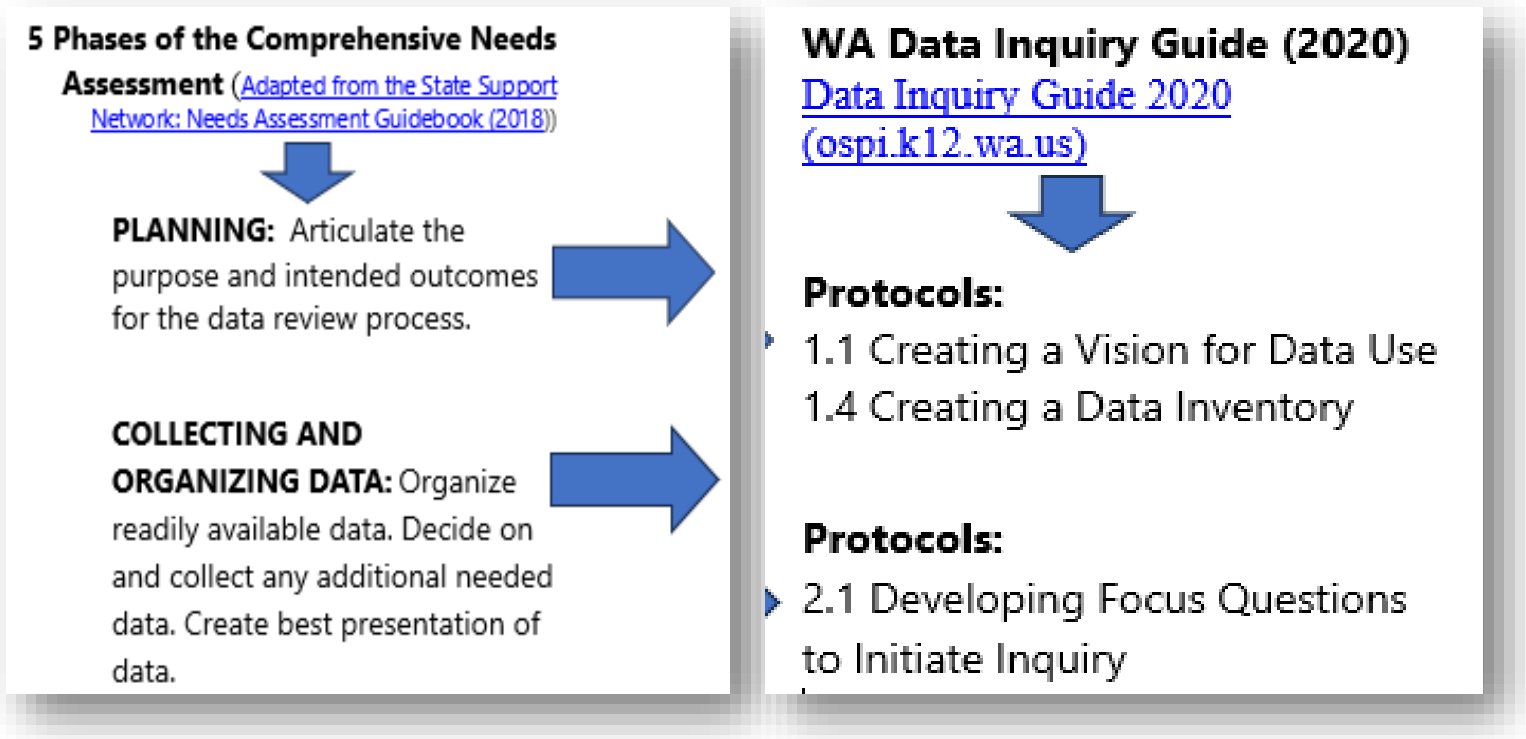
Phase 1: Planning

Activities **That may occur during this phase**	**Guiding questions** **To consider**
Step 1.1) Define the purpose and intended outcomes of the needs assessment process within the local context. **Note**: There is no one correct needs assessment model or process.	**For Step 1.1)** • Why are we engaging in the needs assessment (beyond compliance)? • What do we hope to accomplish with this process? • What are the issues that are most critical to the needs assessment? • What are we hoping the impact will be at the classroom, building, and, potentially, system levels?

Phase 3: Interpreting Information

Activities That may occur during this phase	**Guiding questions** To consider
Step 3.1) Examine relevant data to unearth meaningful information. Allow time for reflections without assuming cause for the data.	**For Step 3.1)** What do the individual data sources say about the guiding questions that the needs assessment is trying to answer?
Step 3.2) Triangulate data points from different sources, voices, or forms of data to determine themes within the data.	**For Step 3.2)** What themes emerge when multiple sources are cross-referenced or triangulated across a given topic?
Step 3.3) Identify areas of strength and develop three to five areas of strength summary statements.	**For Step 3.3)** What are the strengths and needs of our school/LEA and its representative groups? What evidence supports the strengths and needs?
Step 3.4) Identify areas of needs and develop three to five areas of need summary statements.	**For Step 3.4)** What are the needs of our school/LEA and its representative groups? How do we ensure we follow the summary process and refrain from identifying solutions in this step?
Step 3.5) Articulate findings for stakeholders without casting blame.	**For Step 3.5)** How can we articulate what we have learned in a language that is specific to our community yet does not cast blame?

The CNA Toolkit provides guiding questions and activities to guide district and school personnel in the process of examining data to determine priorities that will inform implementation. The following shows how protocols from the Data Inquiry Guide (2020) and Data Team Toolkit (2012) can provide even more support in this process.

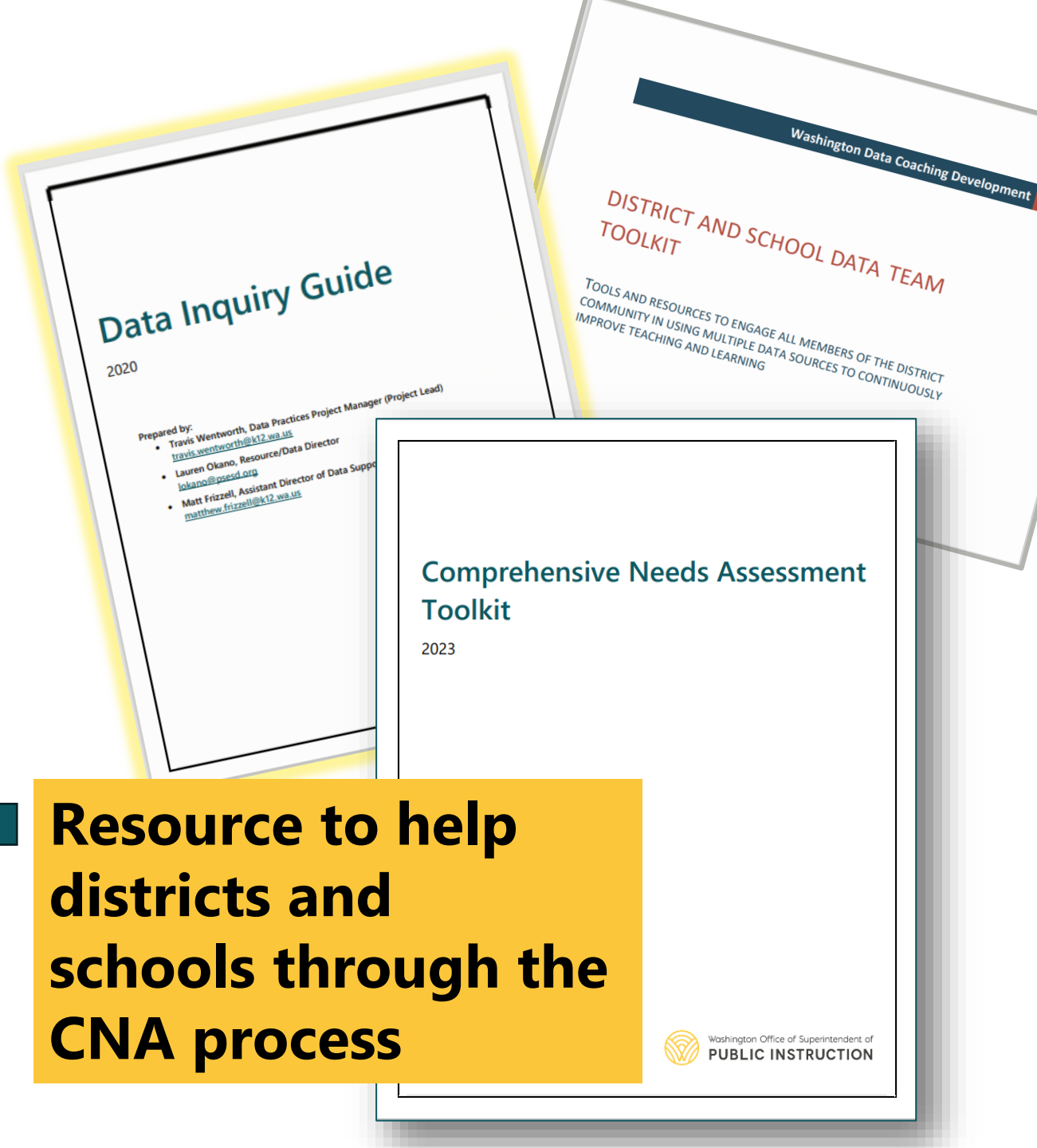


Resources

- [Comprehensive Needs Assessment Toolkit 2023]

The CNA Toolkit can be found on [Title I, Part A Programs webpage]:

- OSPI: [Title I, Part A Program Models | OSPI (www.k12.wa.us)]
- [CNA Toolkit]
- [Data Inquiry Guide] (2020)
- [Data Team Toolkit] (2012)
- [State Support Network: Needs Assessment Guidebook] (2018)



Resource to help districts and schools through the CNA process

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Early Learning—*Transition to Kindergarten (TK)*

Emily Statler, Program Supervisor

Transition to Kindergarten (TK) 24-25

OSPI offers numerous resources on the OSPI TK website for review as LEAs consider implementing or improving their TK programs. **The legislature did add a new requirement for districts to notify OSPI of their intent to offer TK, as well as to work closely with community early learning providers to determine need before starting a TK program.** Complete the 2024-25 TK Assessment Profile to let OSPI know of your intention with TK and keep up to date with TK/WaKIDS data due dates.

OSPI is adopting permanent rules for the implementation of TK programs. The emergency rules for 2023-24 can be found here. Permanent rules will be released soon.

The OSPI Fiscal team provides budget planning tools. A TK Budget Estimator can be found under Yearly Budget Information for 2023-24, to help you estimate TK funding (2024-25 will be posted this Spring).

You can find more information on how Title I, Part A and LAP can fund TK programs in the Funding Early Learning with Title I, Part A Guide. If you do not receive updates from OSPI, use the below link to sign up today!

Sign up for the Early Learning Newsletter

Washington Office of Superintendent of
PUBLIC INSTRUCTION

[Updated Non-Regulatory Guidance on Serving Preschool Children Through Title I, Part A]

This non-regulatory guidance has been revised to align with current ESEA requirements and is being reissued by the Department to complement existing guidance on early learning: Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act: Expanding Opportunities to Support our Youngest Learners.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

U.S. Department of Education

Serving Preschool Children Through Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended

Non Regulatory Guidance

NATIONAL P-3 CENTER

P-3 Leadership Certificate Program -- Starts June 2024

The National P-3 Center is offering their fully online P-3 Leadership Certificate Program again, beginning in June 2024. Designed and led by the National P-3 Center at University of Colorado Denver, this Program provides a rich curriculum and engagement with numerous practitioner-experts from across the country.

Delivered over a 10-month period, the Program is designed to engage elementary school principals, school district administrators, and early care and education (ECE) leaders.

Enrollment is open to individuals. Enrollment from teams is welcome and encouraged.

Applications are due May 1; the Program begins June 1, 2024.

A series of information sessions via Zoom will provide a real-time overview of the Program and answer any questions. Click here to view the dates/times and to register to attend.

To read additional details, or to apply, click on the blue box below.

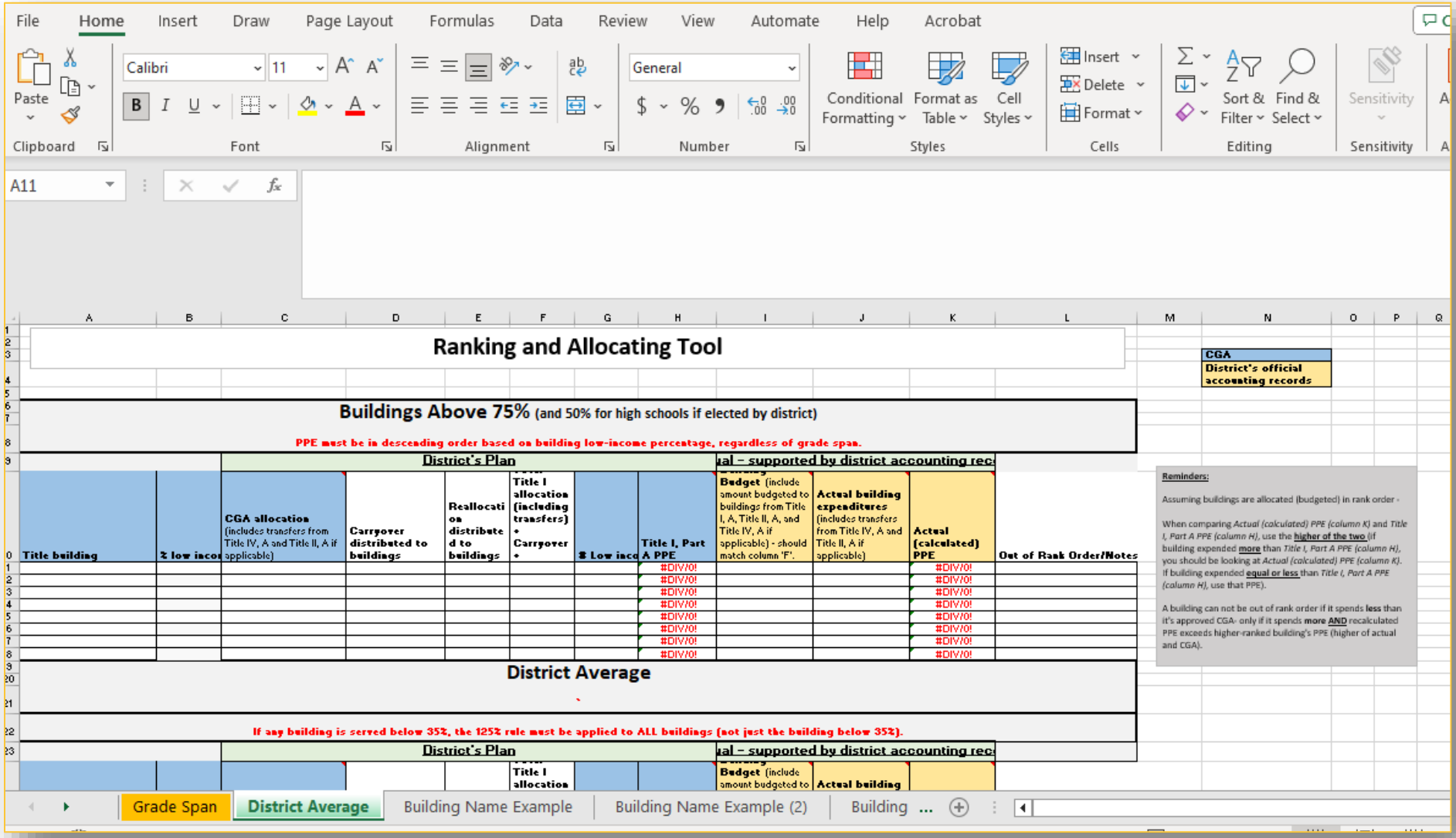
P-3 Leadership Certificate Program

Fiscal Spring Review
Monthly/Quarterly Fiscal Reports

Ranking and Allocation Tracking

LEAs should have a process in place (monthly or quarterly) to review Title I, Part A fiscal reports with business manager's office to monitor spending. Share fiscal report with district and building administration.

Example Verification Sheet



Ranking and Allocating Tool

Buildings Above 75% (and 50% for high schools if elected by district)

PPE must be in descending order based on building low-income percentage, regardless of grade span.

Title building	% low income	CGA allocation (includes transfers from Title IV, A and Title II, A if applicable)	Carryover distributed to buildings	Reallocation distributed to buildings	Title I allocation (including transfers) + Carryover +	% Low income	Title I, Part A PPE	Budget (include amount budgeted to buildings from Title I, A, Title II, A, and Title IV, A if applicable) - should match column 'F'.	Actual building expenditures (includes transfers from Title IV, A and Title II, A if applicable)	Actual (calculated) PPE	Out of Rank Order/Notes
							#DIV/0!			#DIV/0!	
							#DIV/0!			#DIV/0!	
							#DIV/0!			#DIV/0!	
							#DIV/0!			#DIV/0!	
							#DIV/0!			#DIV/0!	
							#DIV/0!			#DIV/0!	
							#DIV/0!			#DIV/0!	
							#DIV/0!			#DIV/0!	

CGA
District's official accounting records

Reminders:

Assuming buildings are allocated (budgeted) in rank order -

When comparing *Actual (calculated) PPE (column K)* and *Title I, Part A PPE (column H)*, use the **higher of the two** (if building expended **more** than *Title I, Part A PPE (column H)*, you should be looking at *Actual (calculated) PPE (column K)*. If building expended **equal or less** than *Title I, Part A PPE (column H)*, use that PPE).

A building can not be out of rank order if it spends **less** than it's approved CGA- only if it spends **more AND** recalculated PPE exceeds higher-ranked building's PPE (higher of actual and CGA).

District Average

If any building is served below 35%, the 125% rule must be applied to ALL buildings (not just the building below 35%).

Grade Span | District Average | Building Name Example | Building Name Example (2) | Building ...

EGMS Carryover Process

Alyssa Ibanez, ESEA Consolidated Grant Lead Program Supervisor

EGMS – Carryover Amendment

2021/2022 Carryover

- FP 200 in iGrants
- LEAs that claimed excess carryover from 2020-2021 to 2021-2022 are not eligible for carryover this year.

2021/2022 Excess Title I Reallocation of Funds

- Excess SEA Title I Allocation
- To be distributed to all Title I eligible LEAs
- 2021/2022 LEA % of SEA allocation used to determine each LEA share

2022/2023 Revised Final Allocations

- Revised allocations from Department of ED

All three funding sources will be included in one amendment in EGMS.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

15 Percent Limitation Carryover Waiver

Using this waiver would count towards the LEA's 1 every 3-year waiver limit.

If the LEA claims this waiver, the LEA would not be eligible to claim a carryover waiver again until January 2025 (funds from 23-24 school year carryover to 24-25).

Guidance for Unspent Title I, Part A Set-Asides that Carry Forward

Parent and Family Engagement

- This set-aside applies to districts with a Title I, Part A allocation of over $500,000. Unspent PFE set-asides maintain their character. This means that any set-aside for the district and school carried over into the following year must be used for parent and family engagement.
- This is in addition to the one percent that the district must reserve for parent and family engagement in the following year.
- If a participating school is no longer served, the LEA needs to distribute that unspent PFE portion amongst the other participating schools.

Homeless Students

- The full amount set aside must be spent for the designated purpose. However, sometimes fewer students may need the services than anticipated, or another source of funds may have become available during the school year.
- Unspent Title I, Part A set-aside funds for these students may be released if the district can justify the underspend. Please ensure the district maintains documentation supporting the change.

Guidance for Unspent Title I, Part A Set-Asides that Carry Forward

Private Schools/Equitable Services

- The updated guidance indicates that set-aside funds for equitable services retain their character from year to year.
- When set-aside funds in a private school or schools are not fully spent during the fiscal year for which they are intended, the funds must be carried forward to provide services the following year in the private school(s) in which the underspend occurred.
- Note that if the district has a reduction in carryover funds because the amount exceeds the limitation of 15 percent, the reduction may not come from the original set-aside amount for equitable services.

If, after consultation, the private school officials decide to decline services provided through the carryover set-aside funds, the district must add the funds to the proportional share available to other participating private schools that serve eligible students.

If this occurs, keep written documentation at the district. If there are no other participating private schools, the set-aside funds may be released to provide Title I services in public schools.

Learning Assistance Program (LAP)

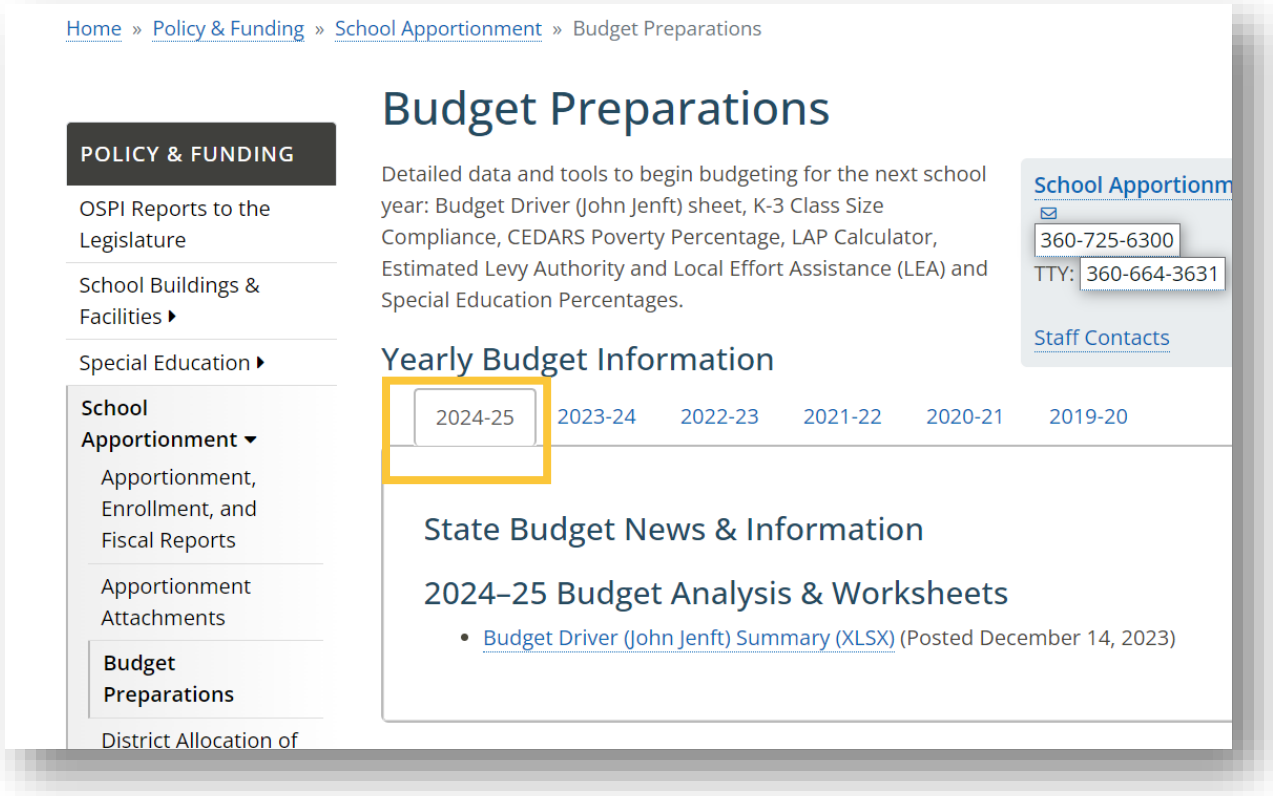
Annie Pennell, LAP Program Supervisor

Timeline Check

March	
	Make final corrections to poverty percentages, if necessary, in CEDARS by March 31.
	Start planning for summer interventions, if available, ensuring alignment between: ☐ assessment of needs and strengths ☐ matrix of available supports in school and community ☐ partnerships with community-based organizations ☐ cycles of data collection, review, and improvement ☐ selection and training of staff ☐ plan for continuous support of staff and partners ☐ budget for LAP with subcodes for each funding source (Base and High Poverty) as well as activity (e.g., intervention, professional learning, etc.)
	Implement evidence-based interventions with fidelity.
	Track intervention fidelity (attendance, content coverage, engagement; intervention observations using checklist) and student response through progress monitoring.
	Review intervention fidelity and student progress through the data-based decision-making process to determine whether to fade, continue, or intensify interventions.
	Communicate intervention adjustments and student progress to families and caregivers.
	Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.
	Review LAP program enrollment data for accuracy in CEDARS. Continue to update student data in SIS and send regular submissions to CEDARS *as needed*.

LAP Guide (2023-24)

Upcoming deadline



- ❑ Preliminary poverty percentages are posted on the Budget Preparations webpage.
- ❑ Ensure any needed corrections are made in CEDARS prior to **March 31**. **School Apportionment does not accept corrections after this date.**
- ❑ After March 31, a final CEDARS extract will be used to determine each LEA's LAP percentage for the next school year and which schools will be eligible for High Poverty LAP funding.
- ❑ Once the LAP percentage is finalized, the LAP Budget Calculator will be posted on the Budget Preparations webpage by School Apportionment.

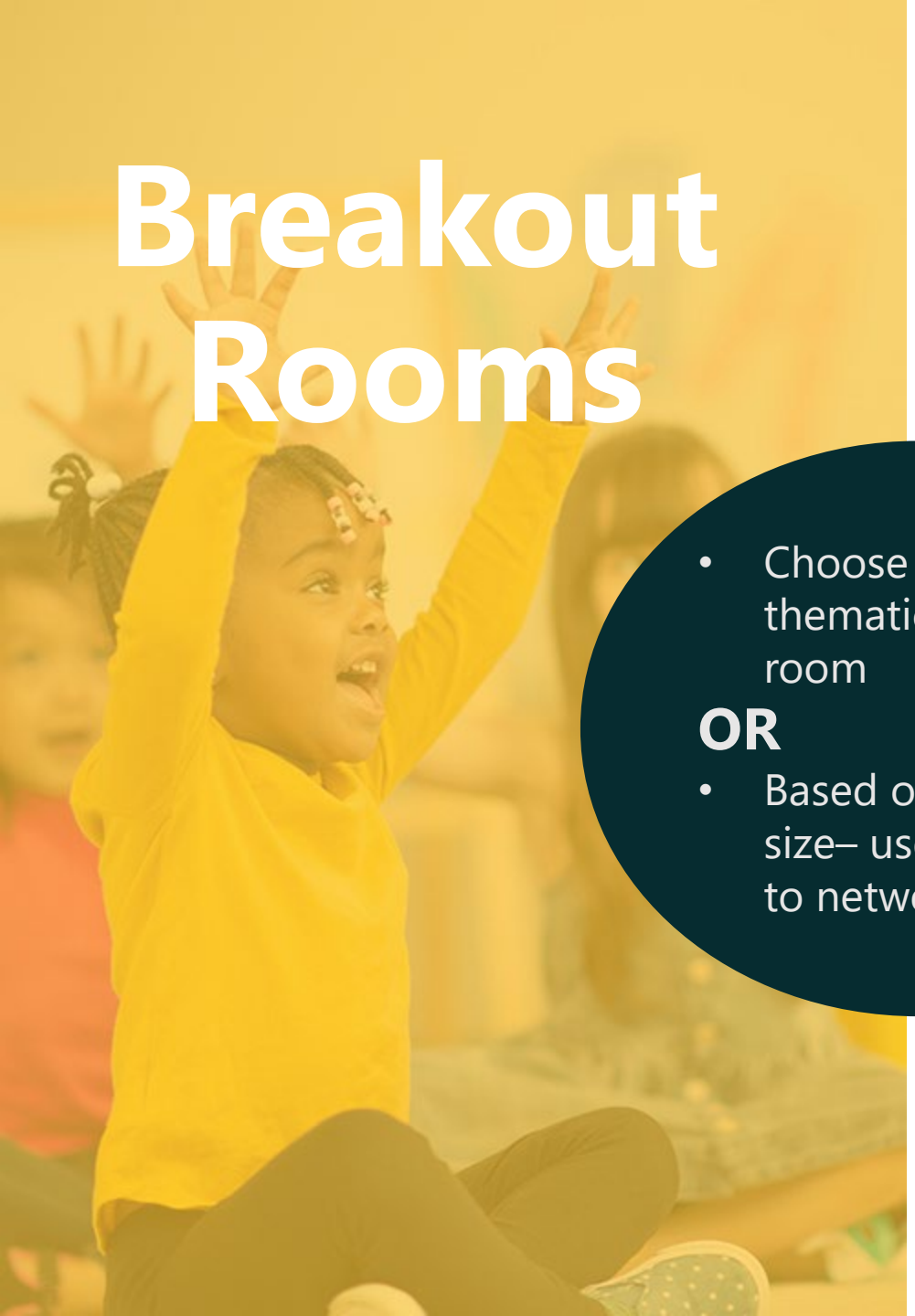
Summer Program Resources

Do you have any Summer resources to share?

Add them to the chat!

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Breakout Rooms



- Choose from a thematic breakout room

OR

- Based on LEA's size– use this time to network.

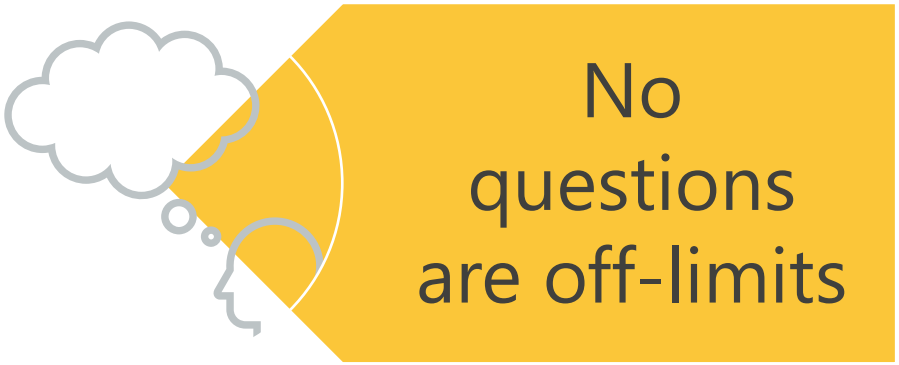
Thematic Breakout Rooms

1. Title IA | Fiscal
2. Consolidate Grant Application Carryover Budgets
3. Early Learning| Evidence-Based Practices Resource Guide
4. LAP | Integrated Student Supports

Breakout Rooms By Size

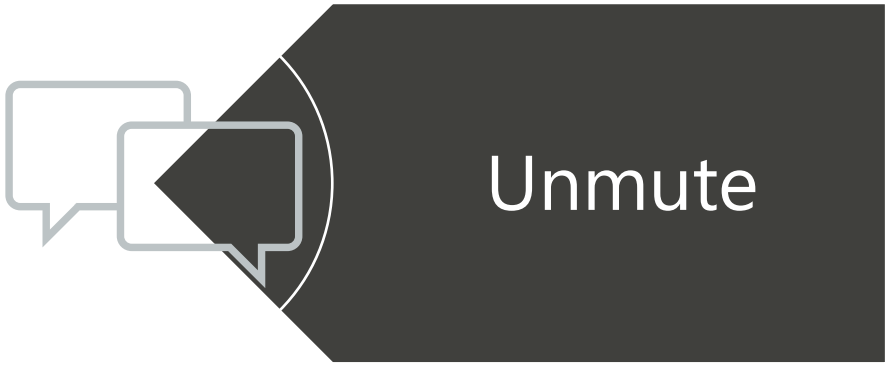
4. Small LEAs <1000
5. Medium LEAs 1000-5000
6. Large LEAs >5000

Q&A Protocols

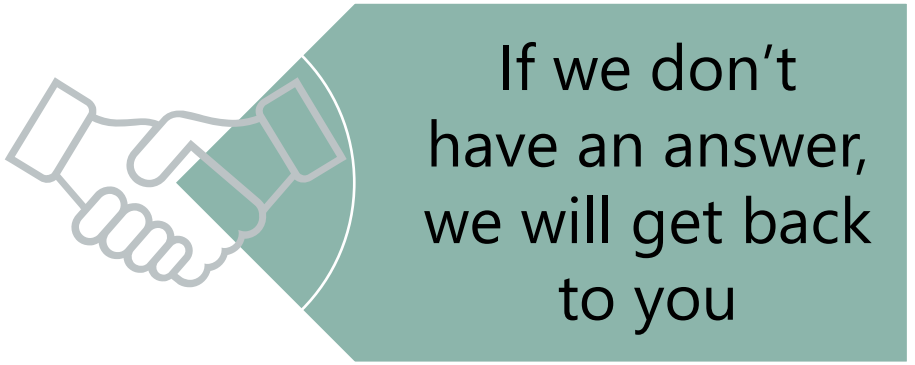


No questions are off-limits

Tell us your name and district



Unmute



If we don't have an answer, we will get back to you

Summer Program Funding

Title I, Part A

- If the students are all from a single Title I SWP school (or multiple SWPs), then the Summer School can operate as a SWP (as an extension of the regular year's program).
- In a SWP Summer School, the program is an extension of the SWP Plan from the regular school year and thus, all the funds included in that plan can be used for any purpose to address the needs expressed in the plan. The funds can be used to support any student in the summer school.
- If the students are from multiple schools (all TAS, or a mix of both TAS and SWP) then the Summer School will need to operate as a TAS and identify/serve only those students who need the supplemental services.

LAP

- Summer programming is an allowable LAP-funded extended learning opportunity for students who meet the eligibility criteria.
- 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.
- If LAP-funded community partnerships are established to provide direct services and supports to eligible students and their families, the 15% cap for base and high poverty funding still applies.

Combining Title I and LAP

- 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. Title I, Part A does not require to report students in a Summer program.
- 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.*

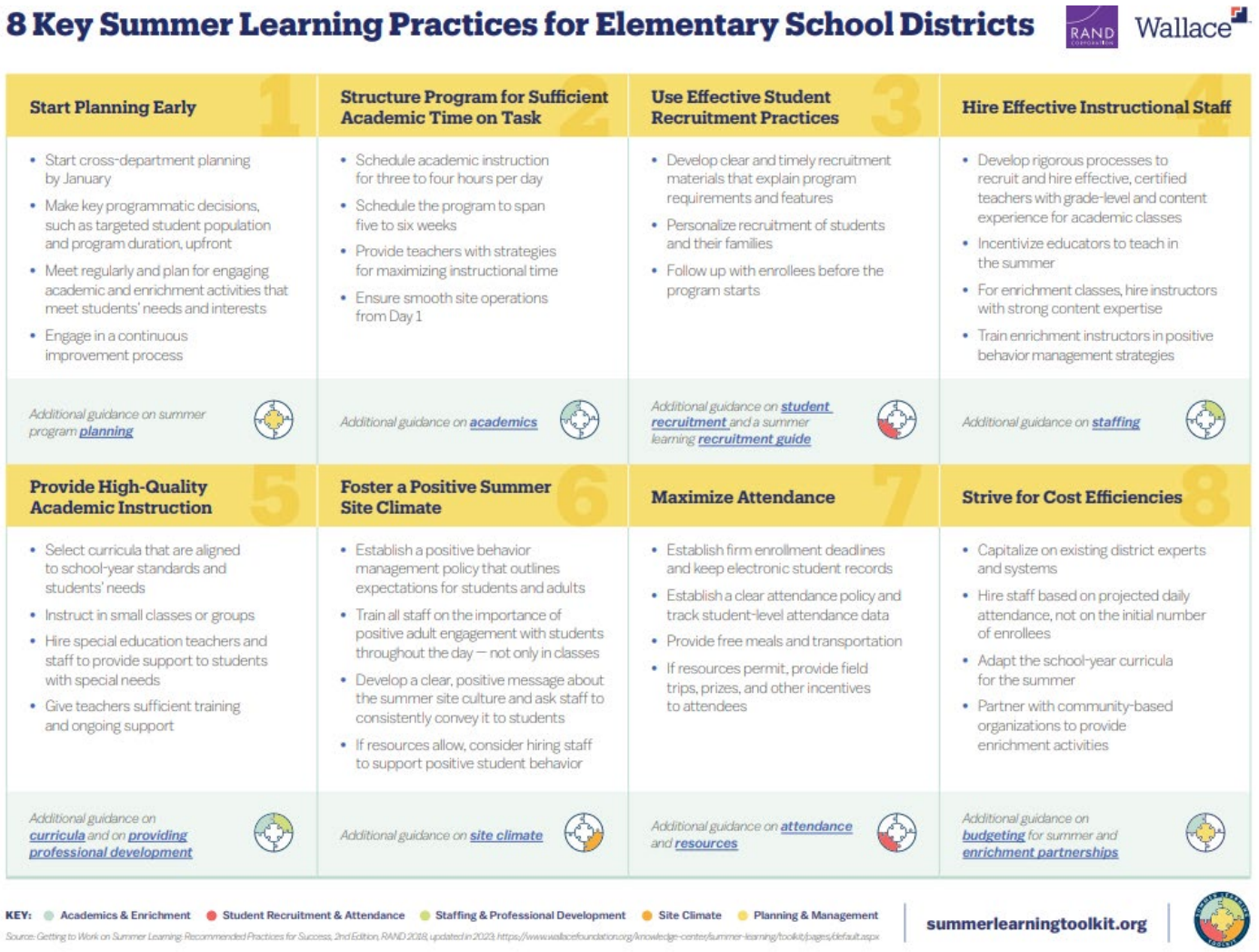
Summer Program Funding

Title IV, Part A

- Summer School is an allowable expense for Title IV, Part A funds and there is considerable flexibility with these funds. They can be combined in a SWP. Summer programming would be allowable using Title IVA funds, provided there is some sort of enrichment component (not strictly ELA/Math remediation).
- Title IVA funds do not need to be allocated to the school level and do not have to target specific eligibility requirements.

Summer School Planning Resources

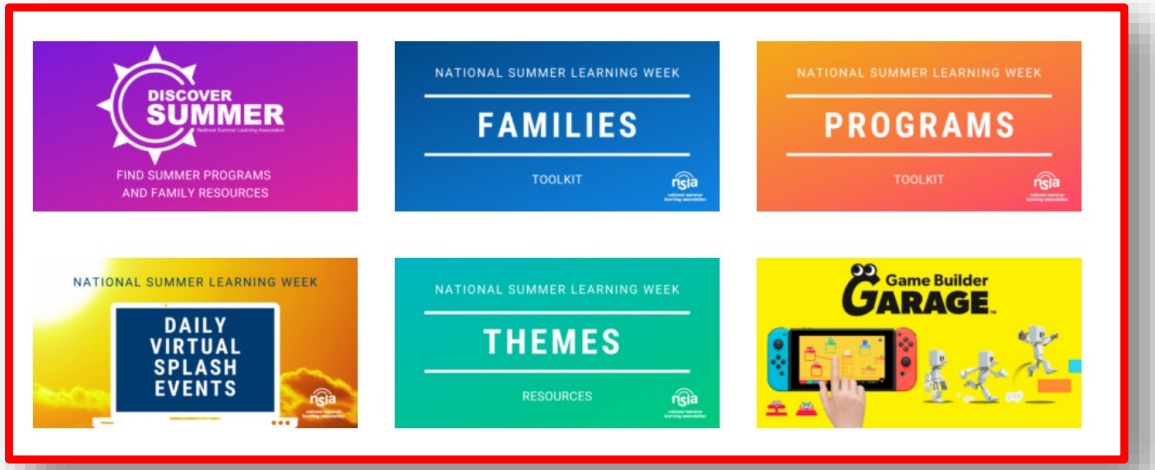
- Summer Learning Toolkit
- CCNETWORK Summer and Out-of- School Time
- 8 Key Summer Learning Practices for Elementary School Districts



Washington Office of Superintendent of
PUBLIC INSTRUCTION

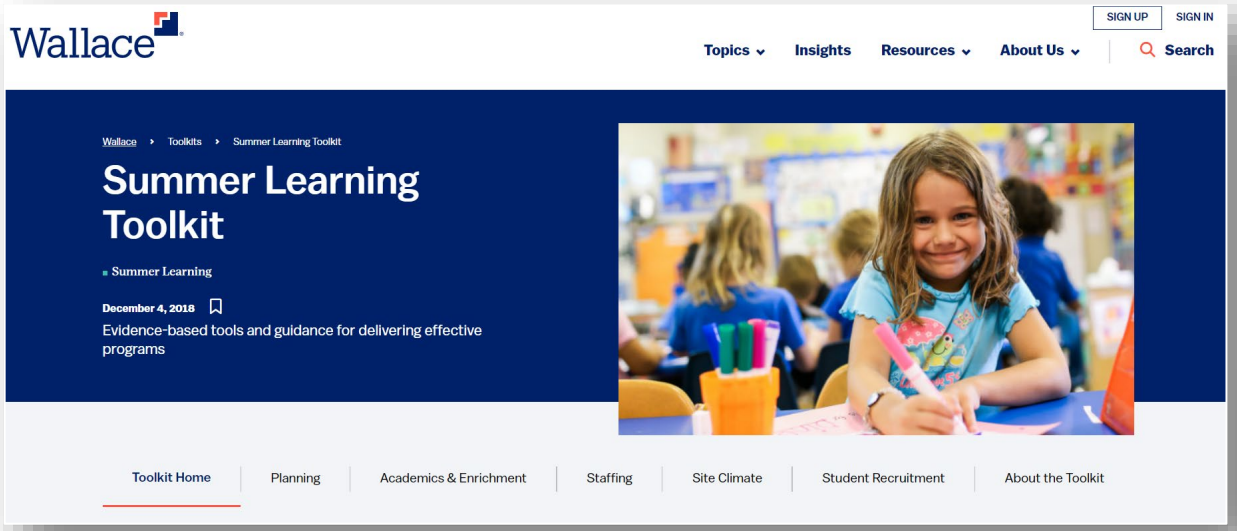
Discover Summer | inPlay.org

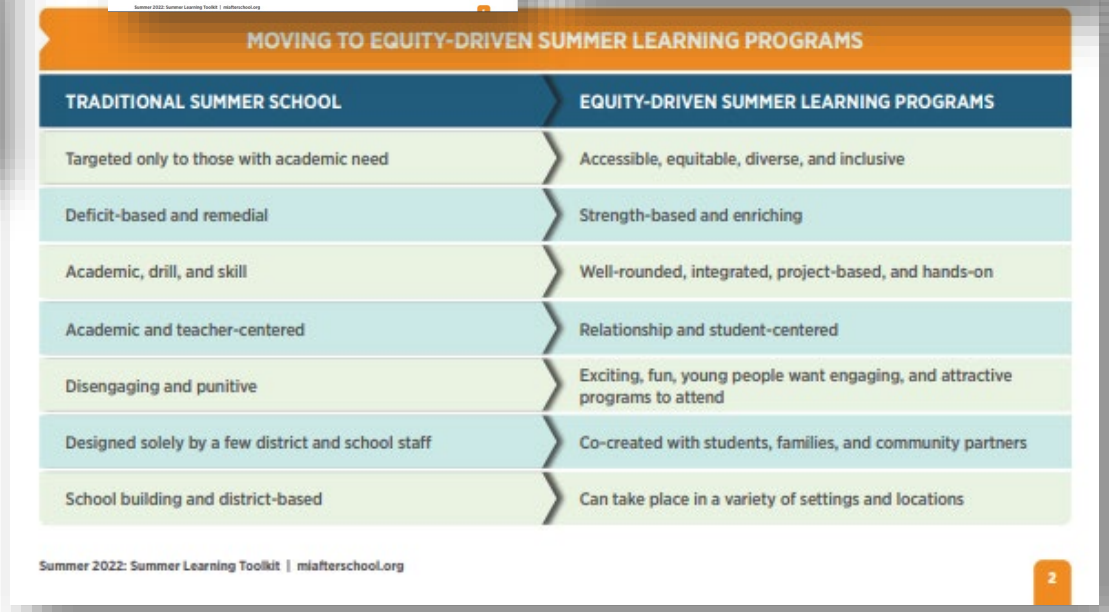
[National Summer Learning Association]



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Summer Learning Toolkit





Washington Office of Superintendent of
PUBLIC INSTRUCTION

Summer School Resources

Academics & Enrichment - Summer Learning Toolkit - Wallace Foundation

Summer Learning Toolkit

Evidence-based tools and guidance for delivering effective programs

Summer Planning Calendar

Comprehensive to-do list by month and topic paired with expert guidance

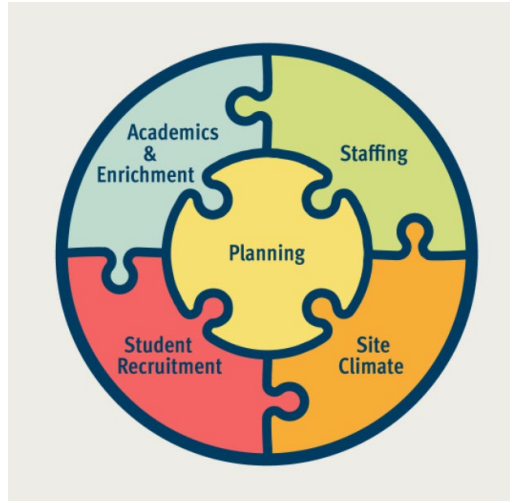
TOOL

Summer Program Reflection Tool

Prompts to reflect on a recently completed program and begin planning for next summer

TOOL

Wallace



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Connect with us!

k12.wa.us

facebook.com/waospi

twitter.com/waospi

youtube.com/waospi

medium.com/waospi

linkedin.com/company/waospi