Regional Network Meeting

Title I, Part A and Learning Assistance Program

May 2024

Washington Office of Superintendent of
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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

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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.

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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.
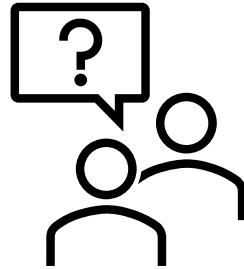
Washington Office of Superintendent of
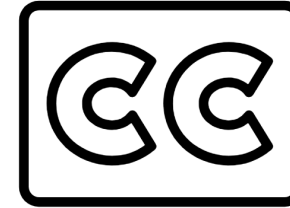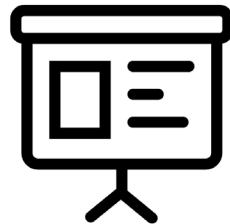**PUBLIC INSTRUCTION**

Housekeeping
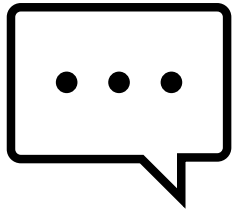
Use Zoom chat feature for comments/reactions/links

Use Zoom Q&A to ask questions

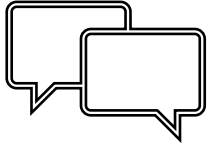Click the "Live Transcript" button to enable closed captioning

Slides will be posted to…

Webinar recording will be posted to…

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Professional Learning Opportunities for Title I, Part A and LAP | OSPI
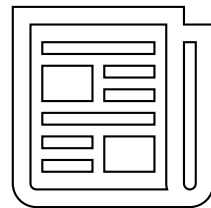
Technical Assistance

Networking Opportunities and How to Reach Us!

We are here to help!

- Network Meetings and Virtual Office Hours here

- GovDelivery, sign-up for our Newsletters and topics of interest here

- Email us, title1a@k12.wa.us and LAP@k12.wa.us **OR**

- Call us, main line **(360) 725.6100**

Staff Retirements | New Title IA Staff

Retirements

- Thank you for your dedication and service. Wishing you a joyful retirement!

We need your help!

- Please share with new Title IA staff or director our GovDelivery, meeting information, and the website [Professional Learning Opportunities for Title I, Part A and LAP (ospi.k12.wa.us)](#).
- New staff that oversees Title IA implementation should be in attendance and can benefit from guidance and networking opportunities.

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New Director Orientation Categorical Programs

Time: 9:00 to 11:30 a.m.
Date: August 19, 2024
Location: Virtual | **Register**

Target Audience: Start the new year right! This session is designed for directors who are new to their roles in Categorical Programs, or those who would like a refresher, to ensure a confident start to the school year.

Objective:

1. Understand start-of-the-year key requirements for each program.

2. Learn about crucial submission and compliance deadlines.

3. Prepare for important upcoming meetings and events.

Additionally, directors will acquire resources, network with peers, receive guidance from other former new directors, and can consult with program experts.

Programs Participating
Title I, Part A (Closing Educational Achievement Gaps)
Title I 1003 School Improvement	OSSI
Title I, Part C (Migrant Education)
Title II, Part A (Improving Teacher/Principal Quality)
Title III (Multilingual Education)
Title IV, Part A (Student Support and Academic Achievement)
Title V, Part B (Rural Education Initiative) REAP and RLIS
Learning Assistance Program (LAP)
Equitable Services

Goals For Our Time Together

Section 1— Purpose | Theme

Reflect, Transition, Plan, Prepare: Crafting Tomorrow's Success Today.

Exit Survey, We Need Your Feedback!
LEA Guest(s): Selah SD and Wapato SD
- Integrated Student Supports Updates
- Schoolwide Key Evaluation Reminders

Section 2— Title I, Part A | LAP
- Preliminary Allocations are Here!
- Common Findings in Program Review
  - PFE LEA Level Policy
- Closing the Year | Title IA and LAP
- EGMS Updates

Section 3— Networking Breakout Rooms
- Thematic
- Small, Medium, Large

**Reflect,
Transition,
Plan, Prepare:**
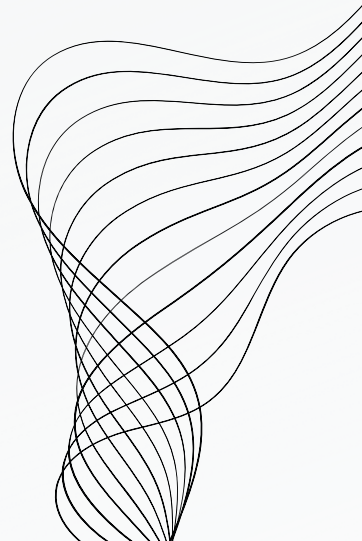*Crafting
Tomorrow's
Success Today.*

Selah School District—*Kristi Irion, Director of Student Support*
Wapato School District– *Marilyn Bergevin, Director of Special Programs*

GRADE-LEVEL TRANSITIONS

SELAH
SCHOOL DISTRICT
Cultivating life-long learners

Kristi Irion

Director of Student
Support
Selah School District

SELAH SCHOOLS

ROBERT LINCE PREK-K
- 384 Students
- 61.5% Low Income
- 42.4% Hispanic/Latino
- 54.2% White
- 10.2% Multilingual Learners
- 18.8% Students with disabilities

JOHN CAMPBELL GRADES 1 & 2
- 536 Students
- 68.1% Low Income
- 39.2% Hispanic/Latino
- 54.7% White
- 17.4 % Multilingual Learners
- 14.2% Students with disabilities

INTERMEDIATE 3-5
- 813 Students
- 65.9% Low Income
- 31.2% Hispanic/Latino
- 55.2% White
- 17% Multilingual Learners
- 13.4% Students with disabilities

COMMUNITY OUTREACH & PARENT ENGAGEMENT

Local grocery stores and daycares to hand out information.

REGISTRATION POP-UPS

Spring Kinder Night
Spring Pre-k Night

PARENT NIGHTS

Grades K-2 Delayed start by two days to conduct meetings

PARENT MEETINGS

SELAH SCHOOL DISTRICT
Together We Can

SPRING PLACEMENT

Each grade level has a placement meeting to build rosters for the next grade level.

Cluster grouping - Support & Resources

Admin works on Master Schedule to assign resources to cluster groups: ML, LAP & SPED support staff

FAMILY SERVICES TEAM

Team

8 People:
- 2, Pre-k Family Liaisons
- K-2 Communities In School
- 3-5 Family Support, District Mckinney Vento Liaison
- 6-8 Family Support, District Attendance Focus
- 9-12, Family Support Para
- Migrant Family Services Coordinator
- 9-12 Migrant Graduation Specialists

Transition Work

- Engage families through home visits

- Support families in transition process

- Provide resources for a successful start
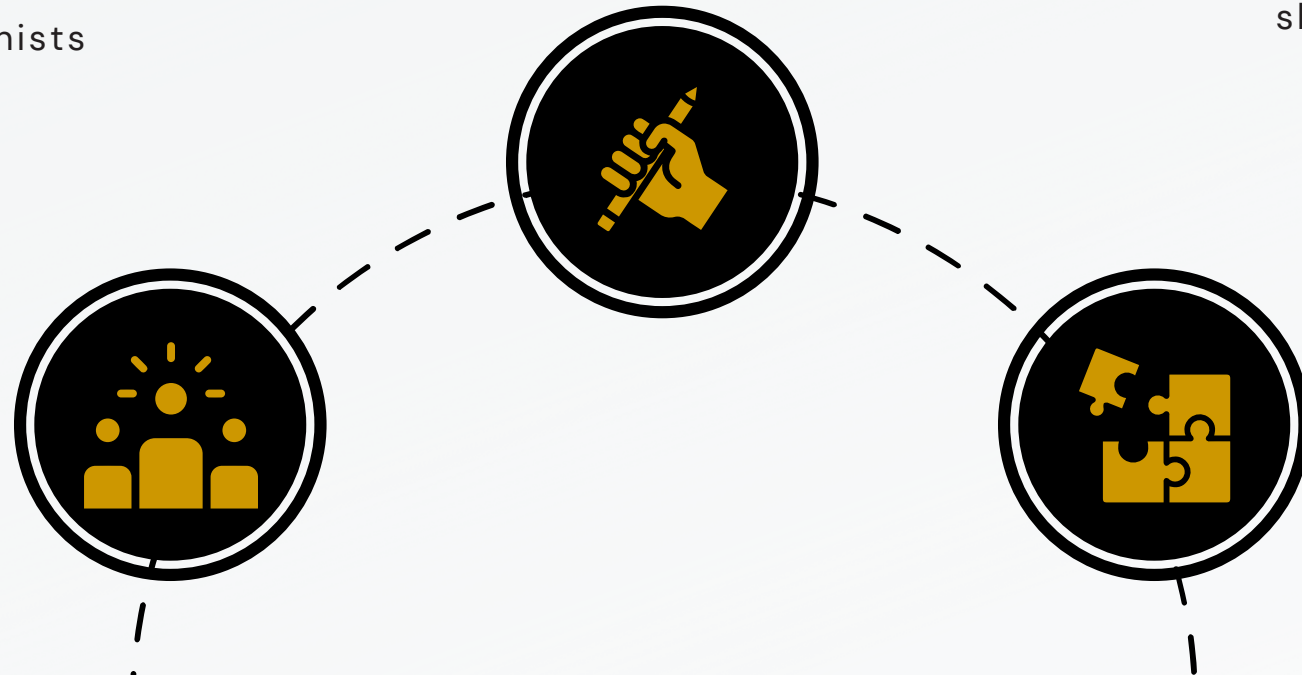
MTSS SYSTEM

Teams

- Grade Level REPs
- Special Education REP
- LAP team REP
- ML Interventionists
- Building Admin

6-8 Week Cycles

Based on iReady, IRLA/ENIL scores, and classroom based assessments students are grouped by skill (and language for Dual classrooms) deficit. Run Walk to Read and Math groups for 6-8 weeks.

Data Meetings

Teams meet during the last week of the Walk-to cycle to discuss the newest data point and shuffle groups. Align resources to each group.

TIER I TRANSITION MEETING

	FLASH BACK		FLASH FORWARD	
	Grade or Course: **Team Members:**		**Grade or Course:** **Team Members:**	
C O N T E N T A R E A	**2. Current Teachers:** Which priority standards are you MOST confident about students leaving having mastered? .	**3. Current Teachers:** Priority standards that students struggled with and that you're MOST concerned about going into next year?	1. **Receiving Teachers:** What are your MOST essential standards within each course/content area?	**4. Receiving Teachers:** Which immediate prerequisite skills and concepts will be the most important to include in your pre-instruction planning to ensure students can reach grade-level proficiency?
E L A				
M A T H				
D U A L				
S E L				

Purpose:

Discuss standards and the scope and sequence in the previous year for the incoming students.
Teachers express greatest need of the grade level as a whole.

Process:

- Complete document with entire grade level teams.
- Grade level teacher REPS gather to meet and discuss standards from each document.
- District directors attend to facilitate and offer support.
- Schedule follow up discussions if needed.

TIER II TRANSITION MEETINGS

Tier 2 interventions:
Please provide a summary of the specific groups you have as priority for this student group.

Content	Specific targets	Number of groups	Number Kids

Tier 3 Transition Planning Tool

Tier II Purpose:

Discuss skill groups based on standard deficits. Teachers express greatest need of each small group and where each group should start in the fall.

Process:

- Complete document with entire grade level teams.
- Grade level teacher REPS gather to meet and discuss standards from each document.
- District directors attend to facilitate and offer support.
- Schedule follow up discussions if needed.

TIER III TRANSITION MEETINGS

Tier 2 interventions:
Please provide a summary of the specific groups you have as priority for this student group.

Content	Specific targets	Number of groups	Number Kids

Tier 3 Transition Planning Tool

Tier III Purpose:
Discuss individual student plans of support. Review resources.

Process:
- Support staff meet to discuss plans (behavior plans, IEP's, ect.) for indiual students.
- District directors attend to facilitate and offer support.
- Schedule follow up discussions if needed.

| Intervention	Who manages at SMS?	What does that look like at SMS?	Frequency	Number of Students in 8th grade in this intervention at SMS	SHS Notes			
CICO	PRIDE Team	No 8th graders using a tracker at this point in time. One student on a electronic tracker.	Daily	1-AC	Students do have familiarity with being on trackers from previous years			
Check & Connect	PRIDE Team	Temperature check before lunch at some point, students might turn their phones in. A chance for them to share about their day and feelings.	Daily/some weekly	15-20 students	Variance of how formal this occurs and when it occurs. Some are weekly check-ins, some are daily.			
Small Groups								
Individual Counseling	Counseling	Individuals meet briefly one-on-one with counselor.	As needed	Varies.				
Group Counseling	Counseling	Groups are put together based on Student interest. Current groups include: grief, healthy emotions, organization and healthy relationships	6 week sessions multiple times a year	15-20 for the year, size of the	Students generally enjoyed the groups, asking if they will continue.			
Safety Plan	Administrators/ PRIDE Team	2 students currently on safety plans		2	Safety plans involve backpack and/or phone checks. No students with restraining order currently in place.			
SAP		indivual sessions, two nicotine groups,one poly substance group. random monthly UA's and one group for those affected by others with addiction (parents, siblings etc.)	groups are once weekly for each group. individual sessions are usually weekly or every other week. ALso monthly for	21 8th grade students total have been seen this year through the year down 19 regularly	SAP services are offered 3 days a week: individual and groups. No groups for depression, anxiety, etc. School Counselors will provide the transition of services			
Attendance		Student attendance contracts Student parent meetings with attendance agreements WARNs as necessary Becca as Necessary CEB	Weekly	7 students through CEB process				

FALL STUDENT SUPPORT

Supporting 4th grade Literacy through an after school Fall program.

- Meet 3 times per week for an extra hour after school

- Student who score a 1 on SBA will be invited

- Data from Spring iReady, IRLA/ENIL, and transitions meetings will be used to create groups and assign resources.

QUESTIONS

Kristi Irion

Director of Student Support

Selah School District
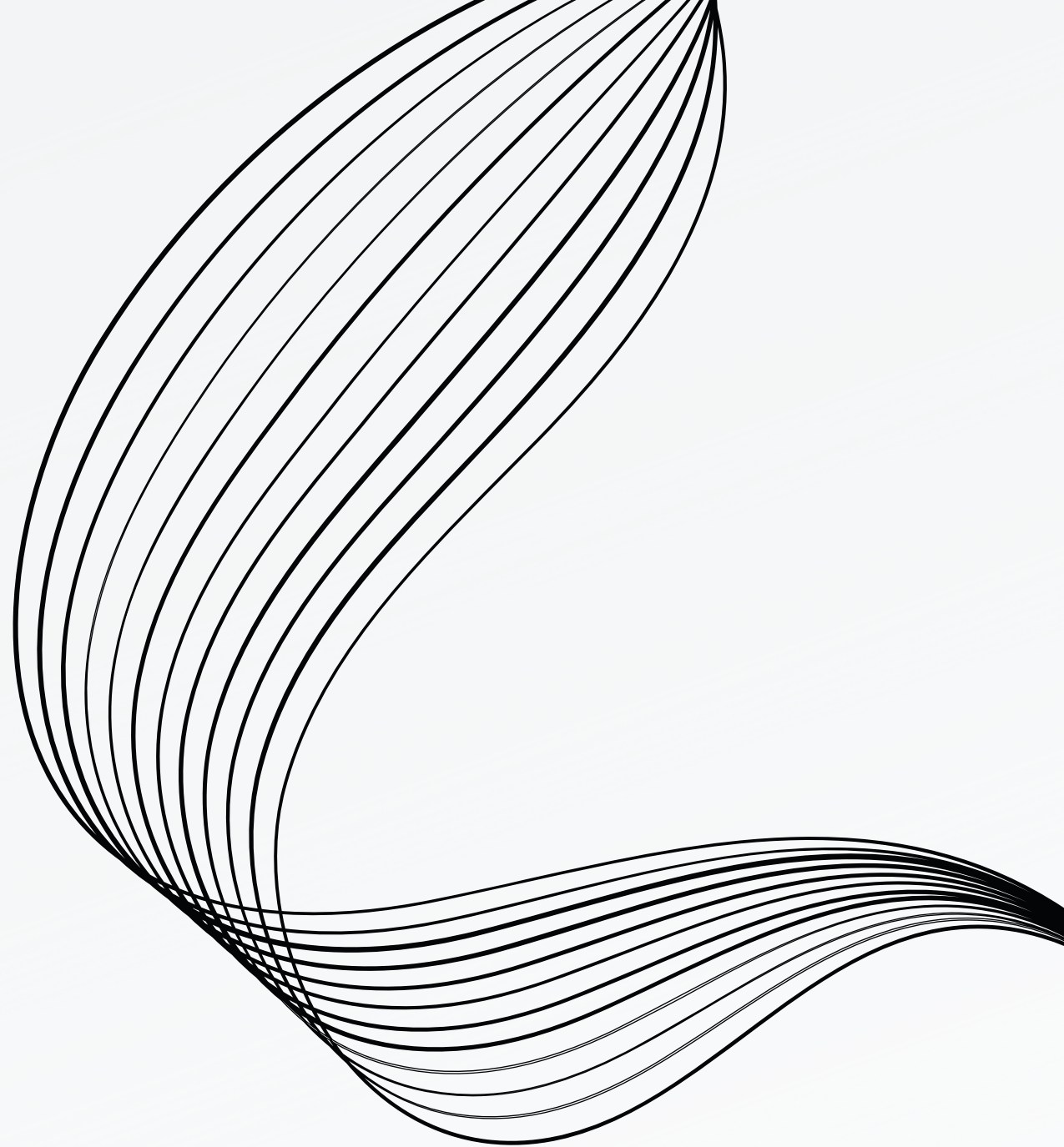
Transitions

Wapato School District

Wapato School District

- Southern Yakima County on the Yakama Nation Tribal Lands
- Agriculture economic driver: apples, hops, vegetables, cherries
- 3100 students, 34% ML, 25% Native American, 26% Migrant
- Title I Building wide all schools
- Resources to support transitions include, Title I, LAP, TBIP and Migrant

Transitions

- 5th grade to MS
  - Counselor meetings, campus tour
  - Parent meetings
  - 6th grade academy
- 8th grade to HS
  - AS program credit recovery
  - Parent meeting graduation requirements orientation
- Summer school 9th grade Survivor TV show themed
- High School 9th grade orientation meeting in August
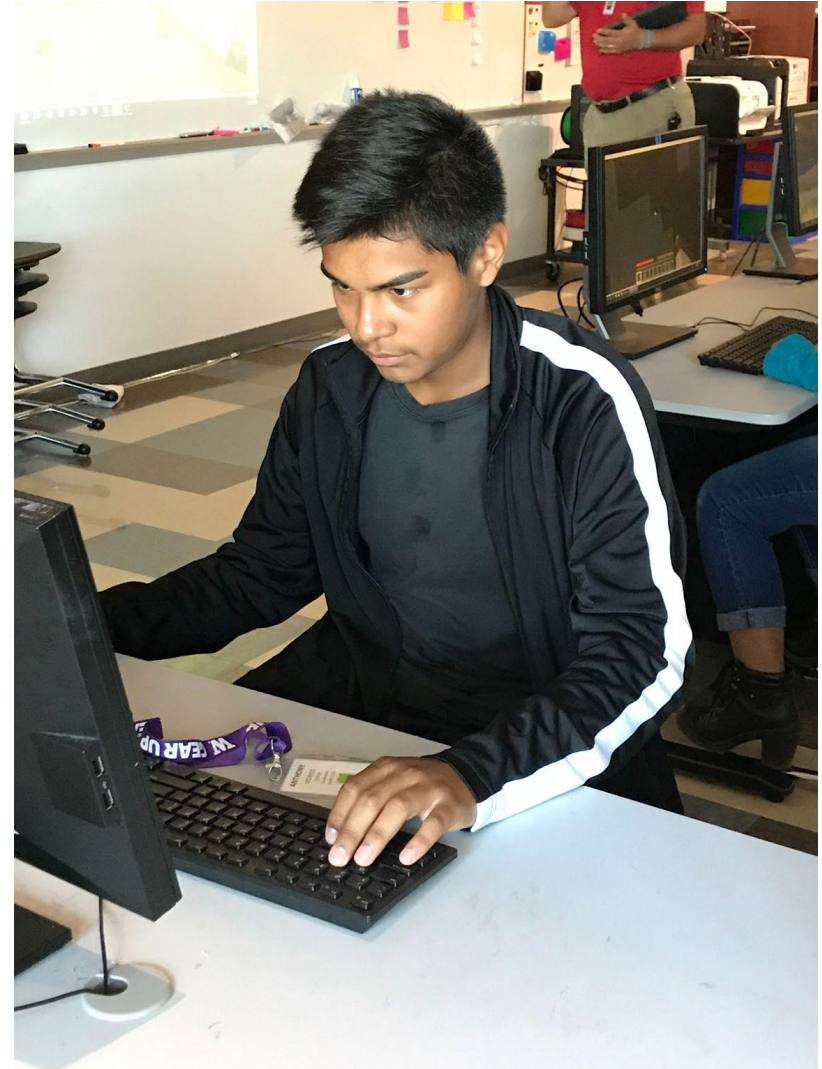
5th Grade to Middle School (Tours)

- In late May-early June of each school year, the Wapato Middle School counseling department arranges dates with each of the elementary schools to bring their 5th graders over for a visit.
- During the visit, students are able to:
  - Tour the campus
  - Meet the 6th grade teachers
  - Meet the ASB Leadership Students
  - Practice getting from one class to the next in under 3 minutes

5th Grade to Middle School (Summer Academy)

- All incoming 6th graders are invited to our 6th Grade Academy that takes place in August, prior to the school year starting.
- Only 6th grade students and teachers are in the building that day.
- Students will run through a full day of middle school:
  - Breakfast
  - Getting schedules
  - Locating classrooms
  - Attending each period
  - Maneuvering transition periods
  - Lunch
  - Ice breaker activities
  - Scavenger hunt to learn the building layout
  - Q&A with 7th and 8th grade leadership students

8th Grade to High School (Credit Retrieval)

- In June 2023, 63% of the freshman were in need of credit retrieval
- In November of 2023, Wapato Middle School introduced a new requirement for our 8th graders:
  - They must earn all credits in their Core Classes and fail no more than one elective credit in order to participate in their 8th grade promotion ceremony.
  - This does not mean we are retaining them and it doesn't affect their ability to move up to the high school, it only eliminates them from the 8th grade celebration.
- If a student does not meet the requirement, they may attend our after-school credit retrieval program to makeup any credit they did not earn.
- We currently have 31% of our 8th graders working on retrieving credits.
- 8.1% of our 8th graders have too many credits to retrieve by the end of the school year.

8th Grade to High School (Credit Retrieval) continued

- Credit Retrieval occurs every Monday, Tuesday, and Thursday from 3:00-4:30.
- Students are placed into classes based on the subject area they failed.
- Teachers have created lessons based on the standards taught during the quarter the student failed.
- The program runs in 4-week cycles and a student must attend a full 4-week cycle in order to retrieve a credit.

8th Grade to High School (CTE Fair & High School Registration)

- The Wapato High School CTE Department held a CTE Fair in our gymnasium.
- A high school teacher from each pathway hosted an interactive booth for our students to explore the different options available to them when they get to high school
- A week later, the high school counselors came to our building for the day to get all of the 8th graders registered for classes in the fall.

9th Grade Summer School Survivor TV Show Theme

9th Grade Summer School Survivor TV Show Theme
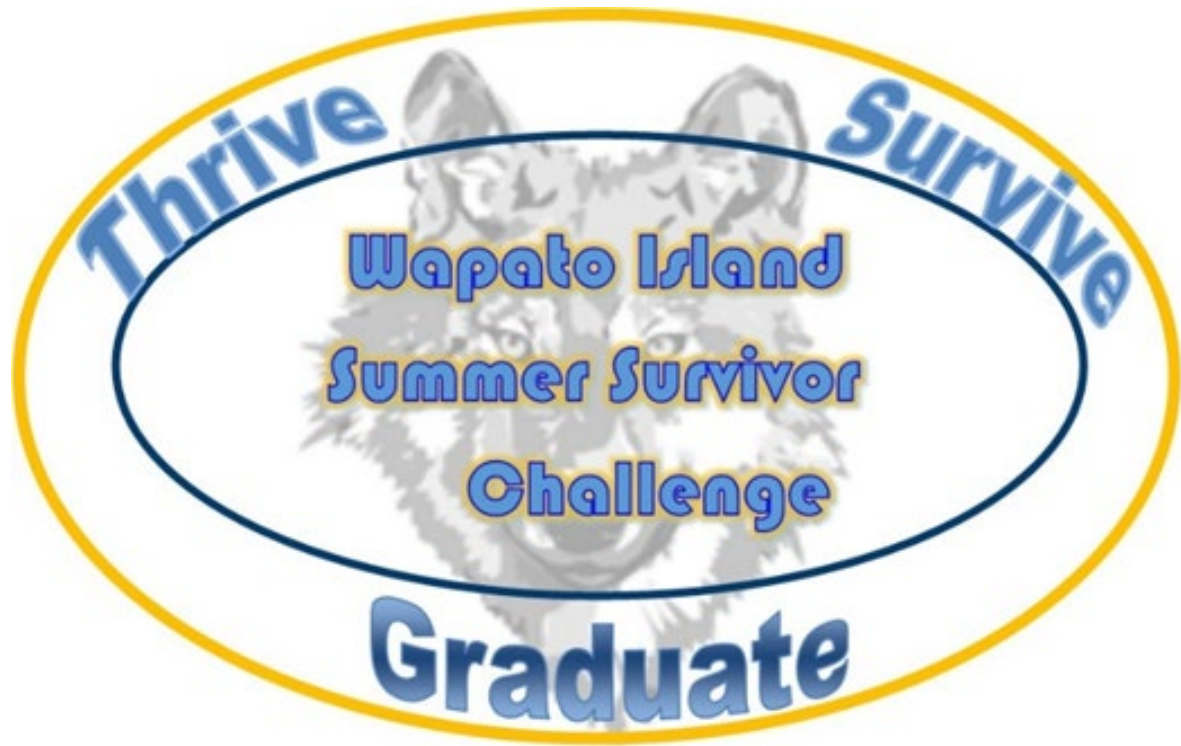
Make the following commitment:

__You will attend the Wapato Survivor Challenge every day.__

__You will give your best effort; have a growth mindset.__

__Follow the Wolf Pack Way.__

__Have fun and learn.__

9th Grade Summer School Survivor TV Show Theme

- Students were placed in 4 Wolf Packs
- They created a Standard, wore color coded headbands and sunglasses.
- Points were awarded for daily attendance and academic progress.
- Activities included physical challenges that required teamwork
- Students worked on HSBP
- Learned about credits and graduation requirements

9th Grade Summer School Survivor TV Show Theme

Integrated Student Supports (ISS) –
Update and Timeline

Washington's Protocol for Implementing ISS through an MTSS Framework

The ISS protocol outlines the steps and resources needed to successfully implement ISS through an MTSS framework.

School districts **must** use this protocol to plan and implement evidence-based, data-informed, supplemental supports for Learning Assistance Program (LAP) starting in the 2025–26 school year (LAP Guide).

School districts **may** use up to 15% of total districtwide base funds and 15% of high poverty funds per eligible school to provide direct supplemental services to LAP-served students through partnerships with community or other out-of-school organizations.

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ISS Implementation Timeline

Review resources released on OSPI website.

Resources will include implementation guide with embedded self-assessment, district and school templates, and recorded videos walkthroughs.

Complete **steps 1-3** in the implementation guide to prepare for delivery of integrated student supports.

Summer 2024

Fall – Winter 2024/25

Spring – Summer 2025

Fall 2025

Identify teams and procedures to prepare for implementation of ISS steps.

This may require a team inventory to identify and condense existing teams (e.g., MTSS team or leadership team) to lead implementation.

Review the plan in place for integrated student supports.

Complete **steps 4-5** in the implementation guide to deliver integrated student supports.

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Implementation Resources

- Implementation guide with embedded self-assessment, district and school templates, and recorded video walkthroughs.

Integrated Student Supports (ISS) Protocol Implementation Guide

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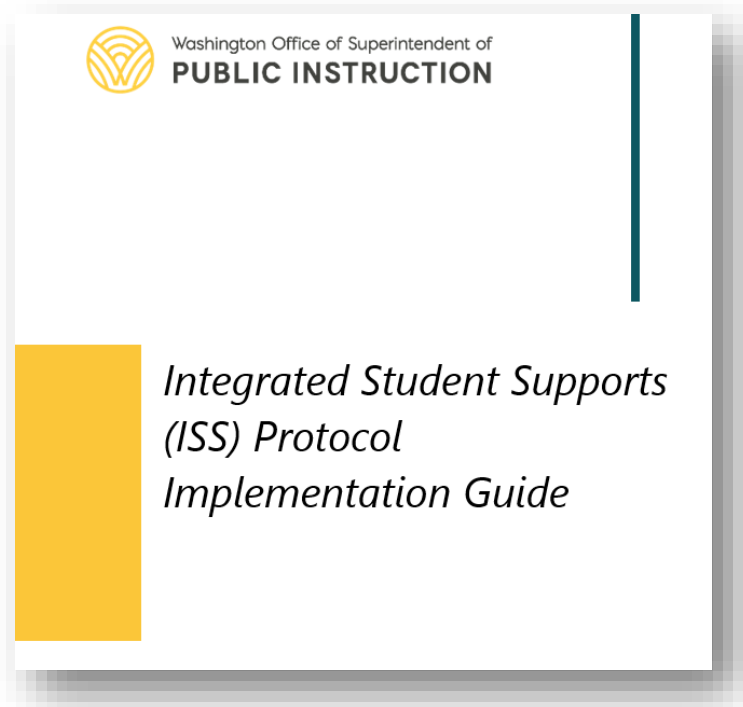
Overview of Steps in the Protocol

ASSESS STRENGTHS AND NEEDS

BUILD COMMUNITY PARTNERSHIPS

PLAN INTEGRATED SUPPORTS

DELIVER INTEGRATED SUPPORTS

USE DATA TO DRIVE CONTINUOUS IMPROVEMENT

Steps 1-3

Steps 4-5

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Getting Started

- Districts and schools may need to complete a teaming inventory to identify the most appropriate existing teams to support ISS implementation through MTSS.

Committee/Group Self Assessment

(Sugai, 2004)

Committee/ Work Group	Purpose	Expected Outcome	Target Audience	Schedule	Membership	Relation to School Mission & School Improvement Plan (1 – low, 5 = high)	Priority (1 = low, 5 = high)
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5

Contact Information

Annie Pennell

- Program Supervisor, Learning Assistance Program
- Elementary, Early Learning, and Federal Programs
- **annie.pennell@k12.wa.us**

Rebecca Estock

- Program Supervisor, Integrated Student Supports
- Center for the Improvement of Student Learning
- **rebecca.estock@k12.wa.us**

Sheila Gerrish

- Program Supervisor, Title I, Part A
- Elementary, Early Learning, and Federal Programs
- **sheila.gerrish@k12.wa.us**

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Schoolwide Program Evaluation
Key Reminders

CNA informs program components for numerous federal and state programs...

CNA Informs...

- Program Design
- Data Collection and Management
- Parent and Family Engagement
- Fiscal Procedures
- Professional Learning
- Program Evaluation
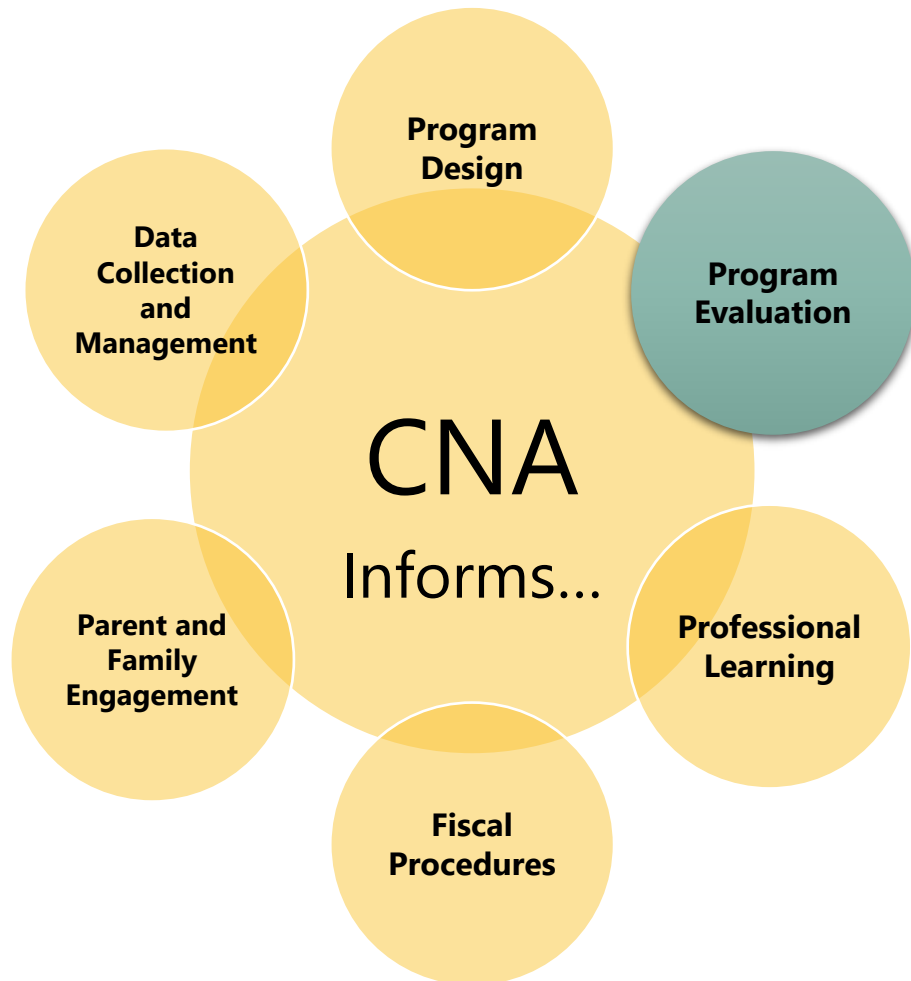
Title I, Part A

School Improvement | OSSI

Title I, Part C

Title II, Part A

Title III | TBIP

Title IV, Part A

Title V, Part B

LAP

LEAs must ensure funds are used according to their expressed purposes, conform to all the requirements in each program and support the students for whom they are intended.

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Key Points

Comprehensive Needs Assessment (CNA) process

- Purpose: to help identify main trends in system and school-level quantitative and qualitative data within a district and its school(s).
- Fulfills multiple federal and state program requirements to review data and identify goals.

POINT 1 — Identify Strengths and Needs

POINT 2 — Identify Root Causes for trends in the data

POINT 3 — Identify top-priorities for moving forward

POINT 4 — Intentionally plan for implementation and monitoring of implementation

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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
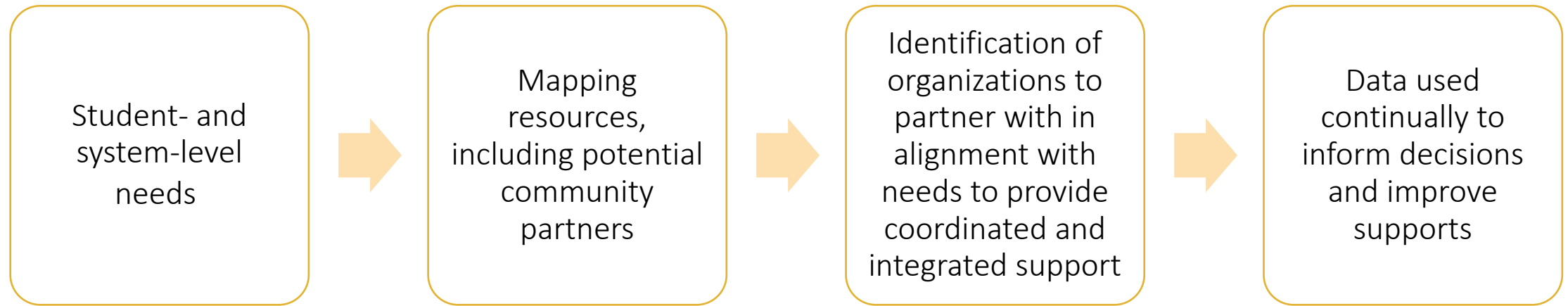
Then…

Student achievement will rise

Examples of Questions for SW Evaluation

Has the Title I, Part A program been effective? How do we know?

For whom as the Title I, Part A program worked well for, and not worked well for?
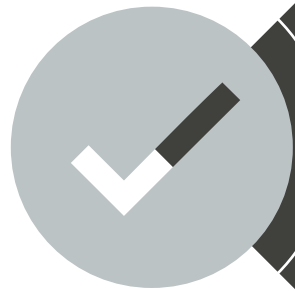
What has worked well in the Title I, Part A program and what has not worked well?

How should the Title I, Part A program be refined?

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Contact and Resources

Please contact me if you have questions!

- Sheila Gerrish, Program Supervisor, Title I, Part A & Learning Assistance Program & Federal Program Co-Ombudsman
  - (360) 725-6026 or sheila.gerrish@k12.wa.us

CNA Resources:	OSPI: Title I, Part A Program Models | OSPI (www.k12.wa.us)
	CNA Toolkit
	Data Inquiry Guide
	Consolidated School Improvement Plan 2024-25 Template

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Title I, Part A and LAP
Apportionment Updates

Title I, Part A: Pre-allocations are in!

ESEA Preliminary Allocations 24-25

- Title IA currently posted at [Federal Allocations (ospi.k12.wa.us)](ospi.k12.wa.us)
- For planning purposes
- Subject to change from ED

Title I, Part A Final Allocations 24-25

- Posted during the summer

Title I, Part A Revised Final Allocations 24-25

- December/January
- Work into the carryover process

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Estimated LAP Allocations

LAP Budget Calculator

Estimated LAP base and LAP high poverty allocations for 2024-25 are available on the Budget Preparations webpage.

- **Budget Preparations**
- **2024-25 LAP Budget Calculator**

Questions? Contact Jackie McDonald (jackie.mcdonald@k12.wa.us) in School Apportionment.

Budget Preparations

Detailed data and tools to begin budgeting for the next school year: Budget Driver (John Jenft) sheet, K-3 Class Size Compliance, CEDARS Poverty Percentage, LAP Calculator, Estimated Levy Authority and Local Effort Assistance (LEA) and Special Education Percentages.

Contact Information

School Apportionment
✉
360-725-6300
TTY: 360-664-3631

Staff Contacts

Yearly Budget Information

2024-25   2023-24   2022-23   2021-22
2020-21   2019-20

State Budget News & Information

2024–25 Budget Analysis & Worksheets

- Budget Driver (John Jenft) Summary (XLSX) (Updated March 7, 2024)
- Multi-year Budget Comparison Tool (XLSX) (Posted March 25, 2024)
- LAP Budget Calculator for 2024-25 School Year (XLSX) (Posted April 17, 2024)

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Program Review—*Common Findings*

Most Common Program Review Issues
Title I Part A SY 2023-24

Set-Asides

Keep track of the required set-asides using a specific code or subcode. Make sure to document each one separately. The documentation should include the original set-aside amount from the CGA application page from the previous year.

LEA PFE Policy

Explain in the LEA PFE Policy document how each component of the policy is put into practice.

Include the date (within the last 12 months) the policy was reviewed with parents.

School PFE Level Policy

Explain in the school-level PFE policy document how each component of the policy is implemented.

Include the date the policy was last reviewed with parents (within the last 12 months).

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LEA Policy –*Title I, Part A Action Items*

USDE Monitoring Issue

- Guidance and resources for LEA parent and family engagement policies clearly indicate that each **LEA must describe how it will meet the requirements under ESEA section 1116(a)(2)** rather than simply reiterating the requirements.

OSPI's Title I, Part A website Policy | Plan has been revised to include addendums to PFE LEA Level Policy to facilitate understanding and implementation of requirements for Section 1116(a)(2). Templates below:

- Addendum for Title IA LEA Level PFE Policy.docx
- Addendum for Title IA Combined LEA_School Level PFE Policy

WSSDA is creating 4130P procedures for LEAs to include descriptions. Coming SY 24-25.

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PFE LEA Policy

LEA Level Policy

- **LEA Level Policy must describe how implements each component.**
- LEAs may use OSPI's LEA template.
- During Program Review we will check this item.

During monitoring we noticed some of the LEA's had older versions of the WSSDA 4130 policy (before 2017). Please make sure you are using the current ESSA version (2018 and beyond).

LEA Level Policy Process

- LEA does not need to complete the addendum if it has a local policy that incorporates the **components and descriptions** stated in Section 1116(a)(2) of Every Student Succeeds Act (ESSA).
- Input must be requested at least **annually and recorded.** If any is given from parents, the LEA should include it in the actions for implementation.
- The LEA policy components do not change or get revised, only the actions for implementation.

Parent and Family Engagement Policy | Plan | OSPI

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PFE LEA Level Policy *with Descriptions*
SY Timeline

PFE LEA Level Policy with Descriptions (PR LEAs Only)
Addendum Templates

Newsletter
OSPI to all LEAs and Districts

Tools: *The Title I, Part A Addendum TEMPLATES can be used to* describe how each component will be implemented.

2023-2024

2023-2024

2024

Starting 2024-2025

LEA must describe how it will meet the requirements under ESEA section 1116(a)(2).

Other LEAs
May use this time to review your PFE LEA Level Policy meets compliance.

All LEAs must meet this requirement.

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PFE School Level Policy

School Level Plan

- Board Approval **Not Required**
- Schools may use OSPI's School template or create their own with required ESSA components **and** descriptions how the components will be implemented.

School Policy Plan Process

1. Review the school policy plan **annually** with parents/families **and note it**.
2. Partner with families to agree on your actions and roles, include these in your plan/policy.
3. Provide opportunities for families to share their concerns, ideas, and opinions.
   - If applicable, use the feedback to revise your action for implementation.
4. Include the date of revision or adoption (most current, usually within 12 months).
5. Share/disseminate:
   - **SWP Program** disseminate to all parents/families.
   - **TAS Program** disseminate only to participating parents/families.

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Templates and Guides

LEA Level and LEA and School Combined

(LEAs with one Title IA School)

Addendum for Title I, Part A LEA Level Parent and Family Engagement (PFE) Policy

The LEA must describe how will implement the requirements of the Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA). School districts and Local Educational Agencies (LEAs) can use the addendum to provide Parent and Family Engagement LEA Policy descriptions.

Things to consider:

1. LEA does not need to complete the addendum if it has a local policy that incorporates the **components and descriptions** stated in Section 1116(a)(2) of the Every Student Succeeds Act (ESSA).

2. LEAs, in meaningful consultation with parents, are encouraged to include other relevant and agreed-upon activities and actions, that will support effective parent and family engagement and strengthen student academic achievement.

3. Typically, the process to gather input from parents is done annually during the spring. At the end of this document you will find links to resources. Also, some LEAs delegate the implementation of components directly to the participating schools, if your LEA does that process make sure to describe it in the applicable box.

Addendum for Title IA Combined LEA | School Level Parent and Family Engagement Policy

The LEA must describe how will implement the requirements of the Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA). School districts and Local Educational Agencies (LEAs) can use the addendum to provide Parent and Family Engagement LEA Policy descriptions. One school LEA school can use this addendum. It combines the requirements for both the district- and school-level parent and family engagement policy.

Things to consider:

1. LEA does not need to complete the addendum if it has a local policy that incorporates the **components and descriptions** stated in Section 1116 of the Every Student Succeeds Act (ESSA).

2. LEAs, in meaningful consultation with parents, are encouraged to include other relevant and agreed-upon activities and actions, that will support effective parent and family engagement and strengthen student academic achievement.

3. Typically, the process to gather input from parents is done annually during the spring. At the end of this document you will find links to resources. Also, some LEAs delegate the implementation of components directly to the participating schools, if your LEA does that process make sure to describe it in the applicable box.

4. Select the date when the Addendum is completed: **Click or tap to enter a date.**

Element	Does the LEA Parent and Family Engagement Policy:	Section of Title IA Law	Describe how the LEA will implement the requirement below:
	Describe the purpose of the LEA and school parent and family engagement policy along with information about the Title I, Part A program.	1116(a)(2) 1116(b)(1)	
Jointly Developed & Parent Input	Describe how parents and family members will be involved in the development of the LEA and school parent and family engagement policy. This may include establishing a parent advisory board. Describe how the school will provide parents with the opportunity for regular meetings to formulate suggestions and participate in decision-making regarding their child's	1116(a)(2)(F) 1116(c)(4)(C)	

Guide to the Title I, Part A
Combined LEA | School Level Parent and Family Engagement

Guide to Title I, Part A LEA Level
Parent and Family Engagement (PFE) Policy

20XX-20XX
Revised Month Day, Year
555 Main Street
Yourtown, WA 12345
LEAswebsite.org
(123) 456-7890

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school

Everyone wins

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Increasing our Collective Impact through a Family Engagement Portal

For SY24-25, OSPI state and federal programs: Language Access, Title I, Part A, Title I, Part C, and Title III will engage in a pilot platform to track family engagement.

- Imagine using a portal to create a log of all parent engagement opportunities, oversee translation and interpretation procurement, AND send automated feedback surveys to families.
- OSPI plans to partner with a vendor to do just this. We will be piloting this collective work with twelve LEAs that meet varying criteria.

Criteria Includes:

- 4 Coordinating Districts
- 4 Liaison Districts
- 4 Rural Districts
- Region
- Multilingual %
- Free and Reduced Lunch %

If you're interested in participating, please fill out the following survey by June 13, 2024: Pilot Interest Form

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2023-2024
Closing the School Year

Title I, Part A | Learning Assistance Program

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PROGRAM REPORTING

Title I, Part A

- CEDARS only collects information for students served with Title I, Part A TAS program services.
- *Continue reporting TAS student throughout the regular school year in CEDARS.*
- Information regarding the total enrollment of students in SWP schools is sourced from CEDARS. The identification of these schools is not from CEDARS but from the Title I, Part A office.

LAP

- **LAP Report in EDS is open** / **Due Sept 30**
- There are two main parts of the reporting process: (1) submitting participating student data to CEDARS, which populates in the LAP Report; and (2) completing each tab in the LAP Report in EDS.
- **Webinar: May 28 I 3-4 pm I Zoom link**
- Resources, including step-by-step instructions, are available on the LAP webpage under the Guidance and Resources accordion.

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Private School Student Count End-of-Year Report Now in CGA

Report private school students from prior year in the Consolidated Grant Application (CGA) on the Title I, Part A Equitable Services page.

- Enter a number in each field or enter zero if there were no students served in that grade level at either in-district or out-of-district private schools.
- No program information needs to be entered, grade level counts only.

If you have questions or need assistance, please contact our office at title1a@k12.wa.us or 360-725-6100.

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FISCAL

Title I, Part A
• Final Day to Submit 23–24 Budget Amendments | **October 15** • Final Claims for 23–24 Grant Expenditures | **November 15**

LAP
• Fiscal year: **September 1** to **August 31**. • Carryover: **10%** for base and **10%** for high poverty. LAP high poverty funds must be used for LAP-served students at the school that generated them.

EGMS

Updates | Reminders

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PUBLIC INSTRUCTION

Identifying a **"School"** for Title IA Ranking and Allocation.
The *SY2024-25* is a transition year

- OSPI will use directory data submitted to OSPI to determine which entities meet these criteria. Then, these schools will be prepopulated into the Title I, Part A Ranking and Allocating form in the ESEA Consolidated Grant Application.
- Entities that do not meet ALL these criteria can be served by the LEA with Title I, Part A funds through the district-level set-aside for supplemental and extended education programs, following applicable requirements.

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Ranking and Allocating Requirements apply to entities that meet **ALL** the following criteria. **The entity ...**

- is a school residing within an eligible LEA's boundaries,
- has a building code assigned through OSPI's school directory process,
- provides public education to students (not a private or for-profit entity), and
- includes at least one grade level from kindergarten to grade 12.

Criteria for Skipping a "School" (elect not to serve) for Ranking and Allocation

During this year OSPI's Title IA team will work with districts if there are concerns about serving particular schools.

The school must meet Title I, Part A comparability requirements. ESEA Section 1118(c).

The school must receive comparable supplemental funds from **other state or local sources (in Washington it is LAP funding, including HP)** that are spent to meet the intent and purposes and the requirements of ESEA Sections 1114 or 1115; i.e., on programs that meet the intent and purposes of Title IA (see 34 C.F.R. § 200.79(c)).
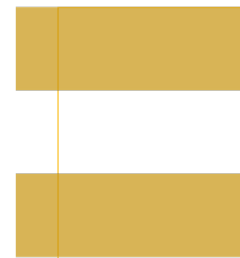
The funds expended from such other sources must equal or exceed the amount that would be provided under Title I, Part A.

TK Counts on Ranking and Allocating Page of Title IA Grant

- TK student head count should not be included in school enrollment for R and A

- TK, PK, and K are considered the same when ranking based on grade span
  - PK-5 = K-5 = TK-5

- For LEAs running TK programs in buildings outside of elementary schools, please fund via an Early Learning District Set-Aside

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Does my school need a waiver?

A Title I-funded school can operate a schoolwide model without a waiver if:

- The school is at or above 40% low-income.

- The school established a SWP while at or above 40% low-income but has now dropped below that threshold.

- The school has previously been granted a waiver to operate a Title I, Part A SWP

A Title I, Part A-served school can be eligible for the waiver if it is:

- At or above 35% low-income.

- At or above the LEA low-income average.

Schoolwide Waiver Request

To apply for a schoolwide waiver, complete the [request](#) and upload it to the Files tab of the district's ESEA Consolidated Grant. Then, email Title1A@k12.wa.us to notify OSPI that it has been uploaded for review. You will receive communication regarding approval through the Collab tab of the ESEA Consolidated Grant.

For assistance with the waiver, attend [EGMS Office Hours](#), or contact Emily.Statler@k12.wa.us.

Find the SW Waiver Request [here](#)

Consolidated Grant End-of-Year Reports in EGMS

Title I, Part C	Migrant Education: Regular End-of-Year Report AND Washington Migrant Education Program: 2023–24 FIDELITY OF STRATEGY IMPLEMENTATION(FSI) Sylvia.Reyna@k12.wa.us or armando.isais-garcia@k12.wa.us
Title II, Part A	End-of-Year Report Title2A@k12.wa.us
Title IV, Part A	End-of-Year Report (2023-24 Program Overview) a.tinnin@k12.wa.us
Title V, Part B	Rural and Low-Income Schools: End-of-Year Report Tony.May@k12.wa.us

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EGMS User Program of Interest
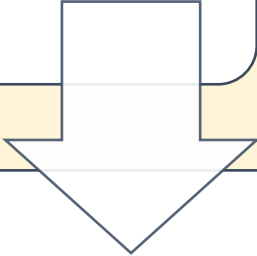
Ensure that the Program of Interest field is correct for each EGMS user. Some notifications will be sent only to users with the corresponding Program of Interest selected. Select ESEA Consolidated Grants for the CGA.

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Consolidated Grant Pre-Application

Will launch about the end of May.

For assistance, email EGMS.Support@k12.wa.us or attend Office Hours: EGMS Office Hours (ospi.k12.wa.us)

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EGMS Training Videos – NEW!

Are you adding users to EGMS who are learning to navigate the system?

$1.28M Funding Available for Educators to Earn Bilingual and ELL Endorsements!

Form Package 264 will launch later this month.

- Tuition reimbursement for teachers, principals/asst. principals, and instructional paras to earn an ELL and/or Bilingual endorsement

- Tuition reimbursement for a Bilingual endorsed teachers to earn content endorsements

- Tuition reimbursement for First Peoples' certificates to earn/add tribal language

Eligibility – 4 criteria including:

- School districts, charter schools, STEC schools and tribal schools

- Did not transfer SY23-24 Title IIA funds and spent at least 75% of SY22-23 funds

Ranking – 8 criteria including additional points for:

- Rural/remote

- High % of students of color

- High % low-income

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New this Cycle! *Language Access joins the Consolidated Grant Application*

Please keep your eyes open for Language Access to appear as an embedded component of the SY24-25 Consolidated Grant Application. This is a result of a strategic effort to decrease duplicated efforts and increase engagement opportunities for families that traditionally experience barriers.

As of June 9, 2022, Washington's HB 1153 (codified in RCW 28A.183) mandates LEAs implement a culturally responsive language access plan and have a designated language access liaison. This requirement only applies to districts with over 1,000 students or 10% multilingual learners. LEAs with over 75 languages or greater than 50% multilingual learners must designate a language access coordinator.

Please reach out to Kiva Parkhurst @ kiva.parkhurst@k12.wa.us if you have questions or need support. You can also visit the OSPI language access website.

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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
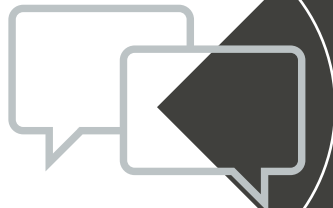6. Large LEAs >5000

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

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