

Title II, Part A Consolidated Grant Application

August 21, 2024

Allegra Burr, Program Supervisor

Heather Carson, Program Supervisor

Kelsey Davis, Administrative Assistant

Coleen Putaansuu, Lead Program Supervisor

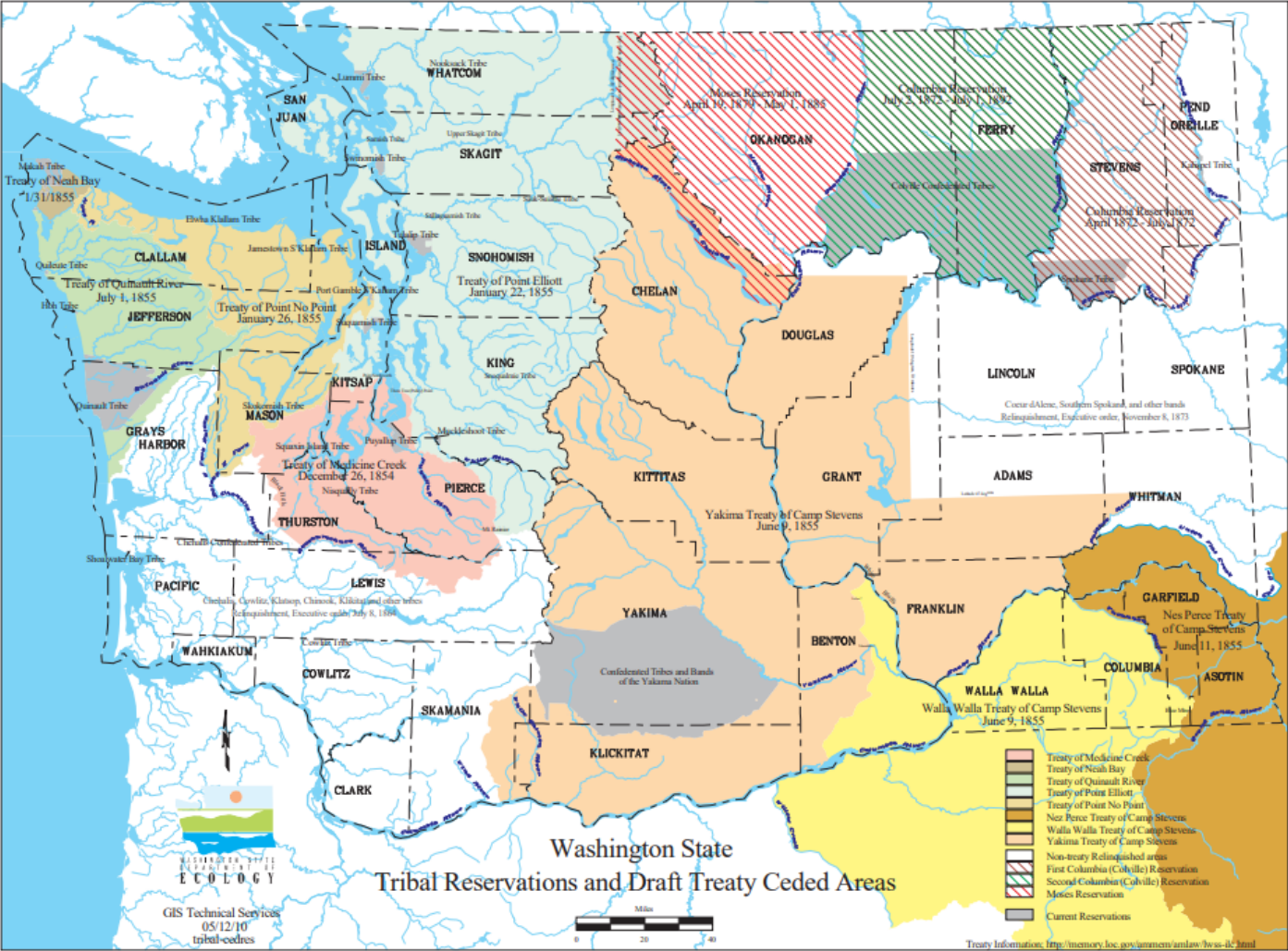
Elizabeth Rush, Program Supervisor

Louann Stalder, Director



Tribal Land Acknowledgement

We 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.





Vision

Mission

Values

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

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.

- 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

Agenda



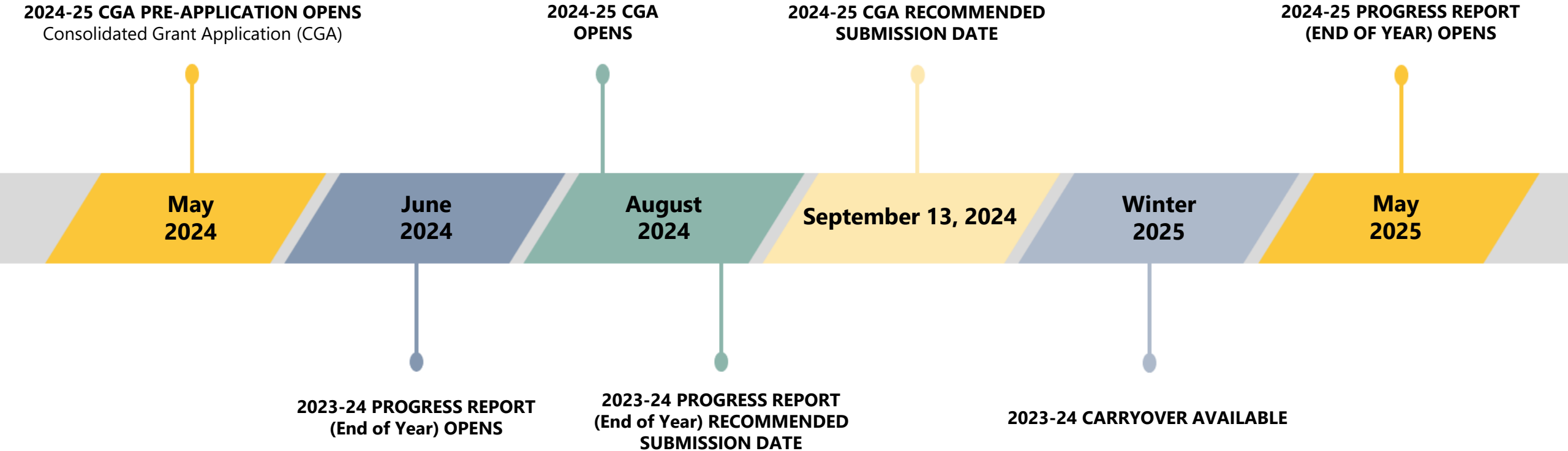
- Purpose of Title II, Part A
- Addressing Student Needs
- Aligning Professional Learning with Goals
- Supplement Not Supplant
- Navigating EGMS to Complete FP 239

What You Will Learn



- Title II, Part A funding requirements and expectations
- How to complete Form Package (FP) 239 portion of the CGA
- How to have your application approved after the first submission
- How we are here to support you

Timeline





Purpose of Title II, Part A

Title II, Part A - Purpose

- Increase student achievement consistent with Washington state academic standards;
- Improve the quality and effectiveness* of teachers, principals, and other school leaders;
- Increase the number of teachers and principals who are effective in improving student academic achievement in schools; and
- Provide students of color, students from low-income backgrounds, students with disabilities, English language learners and multilingual students, highly mobile and homeless students and LGBTQAI+ students greater access to effective* teachers, principals, and other school leaders.



Understanding Key Terms

- **Evidence-based** - has a demonstrated statistically significant positive impact on students as shown by a well-designed study or a rational based on high quality research findings.
- **Professional Learning** - sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.
- **Effective teachers** - **either** hold a National Board Teaching Certificate or a valid regular (not limited) teaching certificate **and** teaching in the area of endorsement.
- **Experienced teachers** - have been teaching for five or more years.
- **School leader** - means a principal, assistant principal, or other individual who is responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building. **This does not include district-level administrators, district-level program administrators or staff, directors of professional learning, or other district-level positions.** ESSA Sec. 8101(44)



Title II, Part A Use of Funds



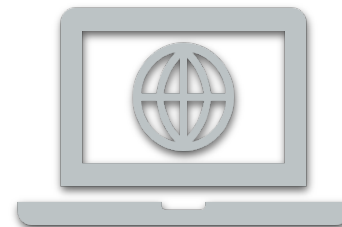
**Application Section 2:
Professional Growth
and Improvement**



**Application Section 3:
Student Achievement**



**Application Section 4:
Class Size Reduction**



More information at
[Allowable Uses of Title II, Part A
Funds \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)



Application Section 2: Professional Growth and Improvement

- **Recruitment** of effective educators
- **Induction** of novice teachers
- **Retention** of high quality and effective educators



Application Section 3: Student Achievement



- Meeting State Standards
- Other Academic Needs

Application Section 4: Class Size Reduction

- Model must be evidence based
- Documented need for CSR, including feedback from consultation groups
- EOY Report will show evidence of CSR impact. Data must be gathered throughout the year
- Requirements for Teachers hired for CSR

Important!

If you have not been approved for CSR before, you **must** connect with a Program Supervisor to ensure your plan meets the requirements.



Addressing Student Needs

Prioritize Schools
Consultation

Title II, Part A Funding Priorities



- Who are the target student populations?
- Which schools must be prioritized?
- What stakeholder input is required?
- How to approach consultation?

Determining Student Needs

Use information from the OSPI Report Card, internal school building data, and required consultation process to determine where students have the most need.



The purpose of the Washington School Report Card is to share information about our K–12 schools. It is important for you—parents, educators, families, community members, and students—to have information to engage with your schools at the local level. You will see how students at your local school or district performed on our state test, the number of students enrolled, the race and ethnicity of the students and educators in the school community, and much more. I hope this information is empowering. - Superintendent Chris Reykdal

[Home - Washington State Report Card \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)

Focus on the unique needs of:

- students of color
- students from low-income backgrounds
- students with disabilities
- English language learners and multilingual students
- highly mobile and homeless students
- LGBTQIA+ students

Prioritizing Schools

ESSA Sec. 2102 (b)(2)(C) **requires** LEAs to prioritize Title IIA funds based on the following:



Schools receiving OSSI Supports

- Comprehensive Support and Improvement Activities
- Targeted Support and Improvement Activities



Schools with the highest "school percentage of low-income" on the Title I, Part A Ranking and Allocating form

Resources:

- [Office of System and School Improvement \(OSSI\) Eligible Grantees 2024-25 List](#)
- **Consolidated Grant Application Form Package (FP) 201 - Title I, Part A – Ranking and Allocating in EGMS**



Stakeholder Consultation

ESSA Sec. 2102 (b)(3) requires that LEAs *meaningfully* consult:

School Employees

- Teachers
- Principals and other school leaders*
- Specialized instructional support personnel (school counselors, social workers, psychologists, school nurses, speech pathologists, and school librarians)
- Paraeducators and/or organizations representing paras

Community

- Charter School Leaders (if the LEA has charter schools)
- Parents and Families (not school staff)
- Community Partners
- Other Organizations with expertise in programs and activities that meet the purpose of Title II, Part A

* School employee responsible for the daily instructional leadership and managerial operations in the elementary or secondary school building.

Preplanning Consultations



- Collect input **to determine** your Title IIA Plan
- Ask stakeholders **how best to improve activities** that meet the purpose of Title IIA
- Provide **opportunities for feedback** through existing meetings, hosting listening sessions, surveys, etc.
- Keep consultation documentation **on file** by school year

Ongoing & Collaborative Consultations

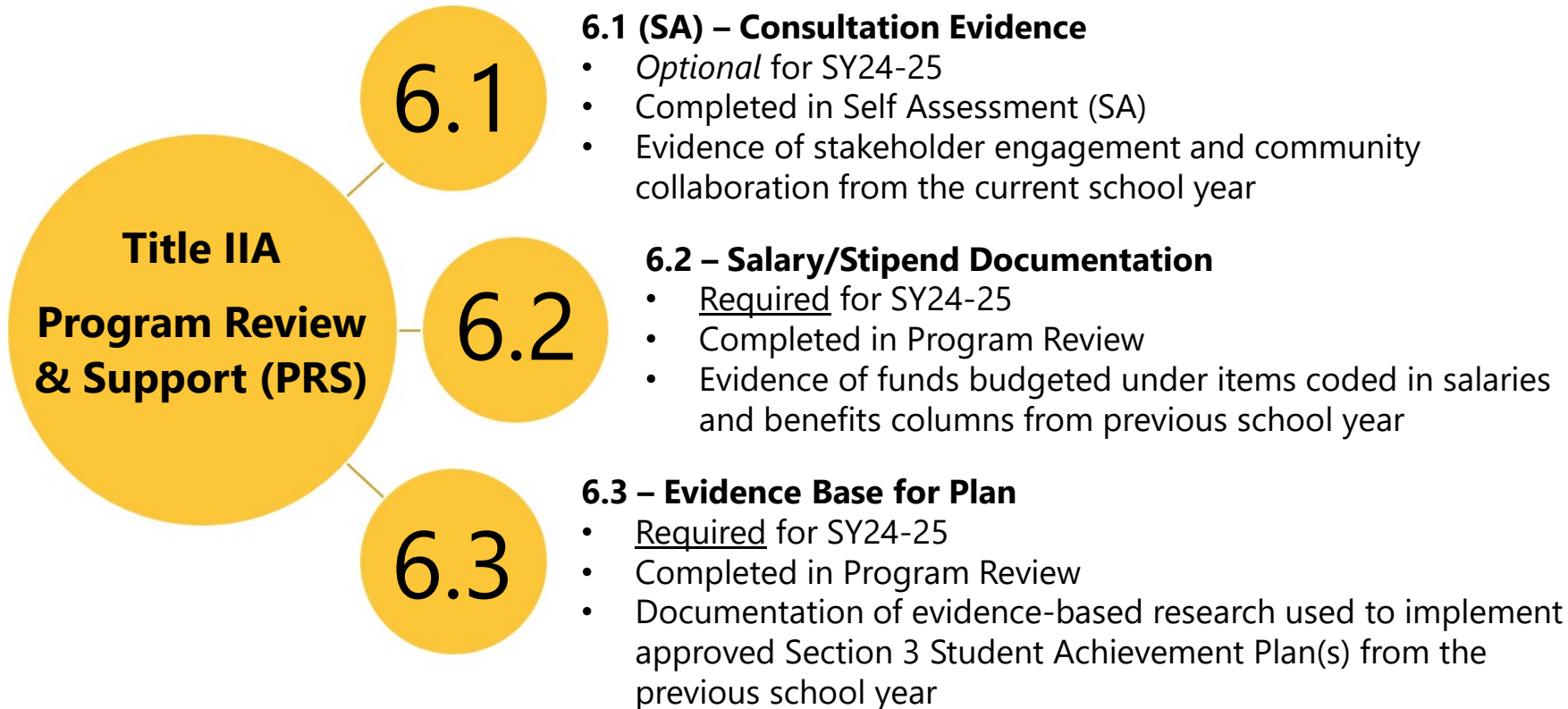


- Continue consultations **during** school year
- Seek out **collaboration on activities and programs with community partners** that meet the purpose of Title IIA
- Keep ongoing and collaborative consultation documentation **on file** by school year

Important: LEAs that are selected for program review must provide evidence of both consulting with the required stakeholders and the advice provided by the stakeholders.

Maintaining Files for Program Review

Program Review & Support (PRS) is a complete oversight process that allows OSPI programs to differentiate oversight based on the needs of the LEA. Each school year approximately 45 LEAs are selected to complete the process based on the annual Program Support Assessment.





How to Have a Successful Submission

Measurable Goals

Ongoing and Sustained Professional Learning

Allowable Roles

Supplement Not Supplant

Use concise language

Application Section 1, question 2: *As a result of these consultations, what were the recommended ways to improve Title II, Part A activities?*

Instead of:

We greatly value our partnerships. This is reflected in our strategic plan:

- 1. Foster alignment of, and resources for, collaboration, communication, common learning and shared practices between the district and its partners.*
- 2. Support for social emotional learning and to enhance mental health services.*
- 3. Enhance student learning outcomes.*
- 4. Increase the percentage of families, staff, and students who rate school communication as "effective."*
- 5. Create work-based learning and community service opportunities that align with career readiness*

Consider:

The stakeholder groups' feedback was to focus on teacher training in the areas of SEL and ELA.

Include a *measurable* goal for each plan

All uses of Title II, Part A funds must have a measurable goal that will impact one of the purposes of Title IIA.

Your measurable goal may be written as a SMART goal (specific, measurable, achievable, relevant, time-bound).

Reminder: At the end of the year, you will need data to report on the actual outcome of the use of Title IIA funds. Having a clear outcome now will make it easier to complete the Progress Report (EOY) next spring.

Examples:

- By spring of 2024, the percent of K-6 students' receiving special education services will have an increase on the Math SBA from 7% to 15% meeting standard.
- Grade 9 attendance will increase by 9% compared to the previous school year.
- Our special education teachers will report a 10% increase in their workload satisfaction based on the EOY employee survey.



Include the timeframe for the activities to show they are *sustained*



Be sure to avoid terms such as "regularly" and "continually" - instead state the specific timeframe:

- Weekly
- Monthly
- Quarterly

Specify which roles are participating in the activity



Avoid terms such as “staff”. Instead, state the specific roles that will be funded by Title IIA:

- Teachers
- Principals and Asst. Principals
- Instructional Paraeducators

Central office staff (such as superintendents) and ESAs (such as school counselors) may participate in the professional learning if there is **no additional cost** to Title IIA.

Watch out for supplement not supplant issues



Title II, Part A funds are to supplement (in addition to), and not supplant (in place of), the state and local funds they would otherwise spend on education.

(ESSA Sec. 2301)

Supplanting is presumed if an LEA uses Title II-A for an activity the LEA:

- Is legally required to carry out such as state-mandates or activities in your LEA's collective bargaining agreement, or
- Funded with state or local money during the previous year.

[Title II, Part A Supplement
Not Supplant \(ospi.k12.wa.us\)](https://www.ospi.k12.wa.us)



\$Budget Tab Allowable Activities

Title II, Part A funds can only be used in select budget activities:



15 Public Relations – Use for recruitment of effective teachers and principals



23 Principal's Office – Use for principal retention bonuses



21 Supervision – Use for management of Title II, Part A activities



27 Teaching – Use for Class Size Reduction or retention bonuses



31 Instructional Professional Development – Use for professional learning





Navigating EGMS

FP 239 Supporting Effective Educators

\$Budget Tab

- Overview
- Budget**
- Staff Assignments
- Forms and Files
- History
- Collab

▲ Budget Details

[Download in Excel](#) [Budget Summary By Subcategory](#)

1. Click the 'Download in Excel' button to download the Excel template that you should use to enter the budget. After entering the budget in Excel, save the Excel on your computer. Next, click the 'Upload the budget in the Budget Details section.

* Records are sorted by **Focus Area ascending order, Categ**

Showing 1 to 109 of 109 records

Category Name	Debit Transfer (0)	Credit Transfer (1)	Salaries Certificated (2)	Salaries Classified (3)	Benefits & Payroll Taxes (4)	Supplies Instr. Resources, & Non-Capitalized (5)	Purchased Services (7)	Travel (8)	Capital Outlay (9)	Award Total
Focus Area : Title II, Part A										
15 Public Relations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
21 Supervision-Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23 Principal's Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27 Teaching	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
31 Instructional Professional Dev	\$0.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$3,000.00
Total - Focus Area : Title II, Par	\$0.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$3,000.00

DO NOT ENTER

Live EGMS Demo

With Fictional District and Data



A screenshot of a login interface. A text input field labeled "Username" is highlighted with a blue glow. Below it is a checkbox labeled "Remember Me". To the right, parts of "Pas" and "Forg" buttons are visible.

ment System (EGMS), a “one-stop-shop” for the grant process.

Business/State Agency, click the Register button.

in by clicking the Login button in the upper right corner.



Overview Screenshot

▲ Overview

Important: This section includes the Title II, Part A statutes and requirements. Please read. If you have questions, contact Title2A@k12.wa.us

[ESSA Sec. 2001](#)

The purpose of Title II, Part A is to—

- increase student achievement consistent with Washington State academic standards;
- improve the quality and effectiveness* of teachers, principals, and other school leaders;
- increase the number of teachers and principals who are effective in improving student academic achievement in schools; and
- provide students of color, students from low income backgrounds, students with disabilities, English language learners and multilingual students, highly mobile and homeless students and LGBTQAI+ students greater access to effective* teachers, principals, and other school leaders.

*Effectiveness is measured by holding a National Board Teaching Certificate or holding a valid regular (not limited) teaching certificate and teaching in the area of endorsement. Experienced teachers have been teaching for five or more years.

*ESSA Sec. 8101(44) The term “school leader” means a principal, assistant principal, or other individual who is responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building. This does not include district-level administrators, district-level program administrators or staff, directors of professional learning, or other district-level positions.

Section 1a Consultation

a. Consultation

ESSA Sec. 2102 (b)(3) requires that LEAs meaningfully consult with required stakeholders on both the best ways to improve and coordinate Title IIA activities.

Important: LEAs that are selected for program review must maintain evidence of both consulting with the required stakeholders and the advice provided by the stakeholders

⚠ 1. Which stakeholders were meaningfully consulted on the use of Title II, Part A funds?

- Charter School Leaders (required if charter school operating within the LEA's geographic boundaries)
- Community Partners (required)
- Educator Preparation Programs
- Organizations with relevant expertise in programs and activities that meet the purpose of Title II (required)
- Paraeducators and/or organizations representing paras (required)
- Parent Advisory Committees
- Parents/Families (required)
- Principals and other school leaders (required)

⚠ 2. What feedback did stakeholders provide to improve the LEA's activities that meet the purpose of Title IIA?

Students lack connection to school and content being taught. Teachers need more support in teaching a diverse student population and being able to grow in their profession. Early Learners need additional support.

⚠ 3. What feedback did stakeholders provide regarding coordinating with activities in the community that meet the purpose of Title IIA?

Friends of the Library arranges for multilingual authors to do a talk at the middle schools. This is not funded by Title II but aligns with our goals of academic excellence for diverse students.

⚠ 4. Describe **how** data and ongoing consultation with the stakeholders marked in question 1 will be used to continually update and improve Title II activities, as required by ESSA Sec. 2102 (b)(2)(D).

Each fall and spring, our LEA holds a Community Cafe where community members, family members, business stakeholders, and school staff participate in Round Table discussions. At least one Round Table includes a focus on teacher training initiatives.

Section 1b&c Prioritize Funds & Assurances

b. Prioritize Funds

ESSA Sec. 2102 (b)(2)(C) requires LEAs to describe how will prioritized Title IIA funds to the following:

- Schools receiving [OSSI Supports](#):
 - Comprehensive Support and Improvement Activities
 - Targeted Support and Improvement Activities
- Schools with the highest percent of low income as shown on the Title I, Part A Ranking and Allocating form.

Pretty Valley and Blackberry elementaries have the highest low-income percent, and Blackberry is one of 19 schools receiving an OSSI grant. We will use our Title II funds to provide NBCT supports at Pretty Valley, Blackberry and the other schools receiving an OSSI grant.

c. Assurances

⚠ 1. Sec. 2103(b)(3) the LEA developed a plan to use Title IIA funds that is both based on evidence and meets the purpose of Title IIA.



⚠ 2. Sec. 2102 (b)(2)(F) The LEA will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.



Please Note: LEAs selected for Program Review must provide documentation of the evidence the LEA used to select activities and programs and that Title IIA activities were coordinated with other programs.



Section 2c. Retention

▲ c. Retention

Add

Directions: Complete this section if applicable. Only include activities and roles funded by Title IIA. Retention activities are for teachers and principals with **over 5 years experience in the role.**

Pop Up Window

Retention

*1. Select the checkboxes that describe how **Title II, Part A funds** will be used to retain effective educators:

- Affinity groups in the district, across school districts and regions to support diverse educators who otherwise might be isolated in their positions(s)
- Retention bonus or differential pay for effective and culturally competent teachers and principals. Requirements to receive extra pay must be provided to teachers and principals in writing and prior to receiving extra pay
- Provide organizational support for teachers pursuing National Board Certification
- Coaching for experienced teachers and principals
- Compensation for teachers and instructional paraprofessionals engaging in leadership roles
- The development of training for school leaders, coaches, mentors, and evaluators on how to accurately provide useful feedback, and use evaluation results to inform decision making about professional development
- Develop feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions
- Evidence-based activity that provides students of color, from low-income backgrounds, with disabilities, ELL/multilingual, highly mobile/unhoused, and LGBTQAI+ students greater access to effective educators

PLCs for teachers to work on Intercultural Development Inventory (IDI), examine their own cultural values and principles, and develop a deeper understanding of other

Click the Add button and open the Retention Pop up.



Section 2c. Retention cont.

*2. Professional learning must be ongoing and take place over four or more days. How often will teachers and principals engage in activities selected in question 1?

- 1) IDI PLCs will meet monthly.
- 2) NBCT candidates will receive one release day a month to work on their portfolio or meet with mentors.

*3. Provide the measurable goal(s) stating the positive impact on the retention of quality and effective teachers and principals. This may be written as a SMART goal (specific, measurable, achievable, relevant, time-bound). Note: This will be used to gauge results during the Progress Report (formerly called End-of-Year Report).

- 1) Teachers will report improved confidence in making decisions that consider other cultural values and principles on the staff survey.
- 2) our NBCT candidates will make process towards their certification, and
- 3) We will retain 100% of our teachers,



Section 3a Meeting State Standards

Click the Add button and open the Meeting State Standards Pop up.

Standards

*Plan Name

Using Outdoor Learning to Meet Standards

*1. Projected Outcome: Provide the **measurable** goal(s) stating the positive impact on students meeting state standards. This may be written as a SMART goal (specific, measurable, achievable, relevant, time-bound). Note: This will be used to gauge results during the Progress Report (formerly called End-of-Year Report).

By spring of 2025 there will be a 15% increase in students meeting standards in PE and Environmental and Sustainability standards as shown on Classroom Based Assessments. 100% of students will be engaging in Outdoor Learning

2. **Which** student standard(s) and/or student learning group(s) will be the focus of this plan? Mark the checkbox(es) in 2a and/or 2b based on the **topic** of the professional learning, *not* who is attending.

2a. Student Achievement in the State Standard for:

- The Arts
- Computer Science
- Educational Technology
- English Language Arts
- English Language Proficiency
- Environment and Sustainability
- Financial Education
- Health and Physical Education
- Mathematics

Section 3a Meeting State Standards Cont.

***3a. What** activities this Professional Learning Plan include (e.g. PLCs, coaching)

PLCs focusing on understanding Environmental and Sustainability standards, coaching on interdisciplinary studies and workshops with consultant on outdoor learning.

***3b. who** will take part in these activities (e.g. science teachers, LAP paraeducators),

All K-5 teachers and 6-12 PE, social studies and science teachers.

***3c. when** these activities will take place (e.g. biweekly on Wednesday late starts),

PLCs will take place monthly. Each teacher will receive monthly coaching. The consultant will provide three two-day workshops, one a quarter. This learning will be continued in our PLCs.

3d. If a conference, guest speaker, or consultant is part of this plan, include the name of the event, the attendee roles (teacher, principal, instructional paraeducator), the name of the consultant(s), and how it relates to the learning plan as a whole. If the conference is out of state, include an explanation of why an in-state option is not available.

Consultant from ESD 123 will work with teachers and principals on integrating outdoor learning into daily education and creating connection with place and movement for students.

***4. Assurance** that the activities are collaborative, sustained, job-embedded, data driven, and student focused.



Section 3b Other Academic Needs

Other Needs

*Plan Name

Utilizing Classroom Based Assessments

*1. Projected Outcome: Provide the measurable goal(s) stating the anticipated positive impact on teaching and students learning. This may be written as a SMART goal (specific, measurable, achievable, relevant, time-bound). Note: This will be used to gauge results during the Progress Report (formerly called End-of-Year Report).

100% of K-5 classrooms will utilize the same assessments for each subject at each grade level by the end of the 2024-25 school year.

Answer Question 2 (all parts) and/or Question 3.

2. Select the professional learning that best describes how Title II, Part A funds will be used.:

Professional learning for teachers, principals, instructional leadership teams to:

- Learn to effectively integrate technology into instruction
- Learn to use data to improve student achievement
- Learn to effectively engage families and community partners
- Develop strategies for learning readiness and academic success
- Develop instructional services provided by effective school library programs, (e.g. literacy training [books and library checkout systems are not allowable])

Training for teachers and principals on

- How to provide instruction in early grades, including pre-school
- How to select and implement formative assessments, design classroom-based assessments, and use data to improve instruction
- Understand how to prepare students for life after high school
- Other evidence-based training that meets the purpose of Title II, Part A as described below

Section 3b Other Academic Needs Cont.

*2a. Assurance that the training is evidence-based and high quality



*2b. Professional learning must be ongoing and take place over four or more days. Who will take part in this professional learning and how many days will it be offered?.

K-5 Teachers and principals and monthly late start PLCs

3. Select the **training(s)** that best describe how Title IIA funds will be used. Note these trainings are not required to be ongoing.

Title IIA funds maybe used to provide training for all school personnel in the following areas. These are the only areas where Title IIA may fund staff other than teachers or principals.

- When and how to refer students affected by trauma or with mental health concerns, understanding partnerships between school based mental health programs and community mental health organizations, and connecting students to appropriate treatment and intervention services
- Safety, peer interaction, drug and alcohol abuse and chronic absenteeism
- Recognize and prevent child sexual abuse

Save



Section 5 Budget

▲ Section 5: Budget

The purpose of this section is to describe the line items on the Budget Tab of this application. The Budget Tab needs to be completed first, in consultation with the business manager. When the Budget Tab is completed, the amounts will appear in this table.

Allowable Uses of Title II, Part A funds and what Budget line item they should be listed on can be found here [Allowable Uses of Title II, Part A Funds \(www.k12.wa.us\)](http://www.k12.wa.us).

Directions: Check each item that aligns to the activities being funded by Title IIA.

Directions: List the activities being funded by Title IIA. For salary/benefits, include the position title and FTE. **For positions listed in 21 supervisions, the position description needs to be attached in the Collab Tab.**

Directions: Mark the assurance checkbox(es) that align to the rows being funded by Title IIA.

Budget Line

Item

Description

Assurances



Section 5 Budget Cont.

Budget Line	Item	Description	Assurances
31 Instructional Professional Development Purchased Services \$1,000.00	<input checked="" type="checkbox"/> Contractor <input type="checkbox"/> Guest speaker <input type="checkbox"/> EDS training <input type="checkbox"/> Training program <input type="checkbox"/> Other	<div style="border: 1px solid gray; padding: 5px;"> Consultant from ESD 123 will work with teachers and principals on integrating </div>	<p>All services are to deliver professional development to staff and not students.</p> <p>I assure that my district will comply with these requirements.</p> <input checked="" type="checkbox"/>
31 Instructional Professional Development Supplies \$1,000.00	<input checked="" type="checkbox"/> Books <input type="checkbox"/> Misc. supplies <input checked="" type="checkbox"/> Other	<div style="border: 1px solid gray; padding: 5px;"> IDI Testing and review support </div>	<p>Items purchased with Title II funds will not be used as classroom supplies or for teaching students</p> <p>I assure that my district will comply with these requirements</p> <input checked="" type="checkbox"/>

Section 6 Supplement not Supplant

▲ Section 6: Supplement not Supplant

The purpose of this section is to ensure compliance with ESSA Section 2301, which requires Local Education Agencies (LEAs) to supplement, and not supplant, the state and local funds they would otherwise spend on education. An LEA must be able to operate its schools and its core foundation programs without any federal funds.

⚠ 1. Are Title II, Part A funds being used to fulfill a local, state, or federal requirement?

No

If Yes, explain, using data, how Title II funds will be used to supplement other funds and go beyond the scope of the requirement.

⚠ 2. Have state or local funds been used in the past for the activities listed in this application?

No

If Yes, demonstrate, using data, the need to use Title II funds. Include how state and/or local funding has been reduced (e.g. percentages, actual figures), and any staff cuts if applicable.

⚠ 3. If federal funds were not available to conduct the activities or positions in this application, would they be funded with state or local funds anyway?

No

If Yes, explain why state or local funds are not being used. Please note this will most likely be a supplant issue and it is unlikely to be approved. Please reach out to Title2A@k12.wa.us for assistance prior to submitting your application.



We're Here to Help!

EGMS Office Hours

Assistance with:

- EGMS access and technical issues
- Navigating EGMS
- Budget amendments and payment requests
- Grant applications and progress reports

Tuesdays from 10:00-11:00 am (Zoom Link: <https://us02web.zoom.us/j/88033044818>)

Thursdays from 1:00-2:00 pm (Zoom Link: <https://us02web.zoom.us/j/82230019925>)

Email EGMS.Support@k12.wa.u



Contact Us!



[Title II, Part A Office Hours](#)



Title2a@k12.wa.us



360-725-6340



[Improving Teacher and Principal Quality \(Title II, Part A\)](#)

Q&A





Washington Office of Superintendent of
PUBLIC INSTRUCTION

Connect with us!



k12.wa.us



facebook.com/waospi



instagram.com/waospi



twitter.com/waospi



medium.com/waospi



youtube.com/waospi



linkedin.com/company/waospi