



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*LEARNING ASSISTANCE
PROGRAM GUIDE*

2024–25

LEARNING ASSISTANCE PROGRAM GUIDE

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*Indicates sections where guidance and resources have been updated

BACKGROUND

Purpose of the Guide

This guide outlines Washington’s requirements and resources to support local education agencies (LEAs) and schools in the effective implementation of the Learning Assistance Program (LAP). LAP is designed to:

- (1) promote the use of data when developing programs to assist students who are not meeting academic standards; and
- (2) guide school districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist students who are not meeting academic standards.

When LAP-funded programs are implemented as intended, eligible students have just-in-time access to supplemental supports that are matched to their unique needs, evidence-based, aligned across learning environments, and delivered with fidelity.

Laws and Regulations

LAP laws and rules outline the program’s (1) intent and purpose, (2) terms and definitions, and (3) requirements for implementation, reporting, and funding.

Chapter [28A.165 RCW](#): Learning Assistance Program

28A.165.005	Purpose.
28A.165.015	Definitions.
28A.165.037	Compliance with the Washington integrated student supports protocol—Partnerships with out-of-school organizations.
28A.165.055	Funds—Appropriation and distribution.
28A.165.057	Funds—COVID-19 pandemic.
28A.165.065	Monitoring.
28A.165.075	Rules.
28A.165.085	Condensed compliance reports—Second-class districts.
28A.165.100	Entrance and exit performance data—Report by school districts—Report by the office of the superintendent of public instruction.

Chapter [392-162 WAC](#): Special Service Program—Learning Assistance

392-162-005	Authority.
392-162-010	Purpose.
392-162-015	Definitions.
392-162-016	Application.
392-162-054	Allocation, supplement not supplant, and use of funds.
392-162-110	Program requirements—Reporting.

392-162-112	Carry over of funds.
392-162-120	Implementation of K–2 literacy screening requirements—Use of funds.

PROGRAM DESIGN AND IMPLEMENTATION

Student Eligibility and Participation

LAP is a state-funded program designed to enhance educational opportunities for students who are not yet meeting academic standards by providing supplemental supports and services. Within the framework of a [Multi-Tiered System of Supports](#) (MTSS), LAP supports and services are targeted (tier 2) or intensive (tier 3) supports that are added to accelerate learning and remove barriers that prevent students from benefiting fully from universal instruction. These supplemental supports are most effective and efficient when they are matched to need, evidence-based, aligned across learning environments, and implemented with fidelity. Students who are eligible for LAP supports and services typically include:

- Students in TK through 12th grade who are not yet meeting academic standards in basic skill areas, including reading, writing, math, or readiness associated with these skill areas.
- Students in 9th through 12th grade who are not yet on track to meet graduation requirements, which includes 8th and 9th grade students who need additional transition support into high school.

With support from the LEA, schools receiving LAP funds use their established data-based decision making process to (1) determine which students meet their eligibility criteria, (2) understand the root cause(s) of their identified needs, and (3) match them with the supplemental supports that will enhance their wellbeing, learning, and achievement. Depending on the root cause(s) of a student’s performance, schools may provide academic, nonacademic, or a combination of academic and nonacademic supplemental supports to eligible students. Students who are eligible and receive supplemental support matched to their unique needs are considered participating students for the purpose of program tracking and reporting.

Effective and Efficient Supports

LEAs should prioritize supports and services with the highest levels of [evidence](#) (as shown below) when planning for LAP. According to section 8101(21)(A) in the Every Student Succeeds Act (ESSA), the term 'evidence-based,' means an intervention (activity, strategy, or intervention) that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes. This same section defines four levels of evidence-based interventions. The criteria for identifying "evidence-based" interventions based on each of ESSA's four levels are as follows:

Four Levels of Evidence-Based Interventions

- **Strong Evidence**—from at least one well-designed and well-implemented experimental study.
- **Moderate Evidence**—from at least one well-designed and well-implemented quasi-experimental study.

- **Promising Evidence**—from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
- **Demonstrates a Rationale**—based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

The highest levels of evidence, specifically strong and moderate evidence, describe the effectiveness of an intervention through causal inference (the process of drawing a conclusion that an activity or intervention was likely to have affected an outcome) or evidence of substantial improvement of an important education outcome (e.g., credit accumulation and high school graduation). More information on using evidence to support planning and implementation can be found in the U.S. Department of Education’s [non-regulatory guidance](#).

In addition to being supported by evidence, LAP supports and services are most effective and efficient with (1) clearly [defined entrance and exit criteria](#); (2) [regular progress monitoring](#) to assess student response to support; (3) [explicit instruction](#) with increased opportunities to practice and receive specific, frequent feedback; (4) gradual release of control and support when students master skills; and (5) increased communication with families to ensure consistency of support in school and at home (Anderson & Borgmeier, 2010; Newcomer, Freeman, & Barrett, 2013).

Integrated Student Supports

Overview of Approach

Students’ learning and development is impacted by more than just the quality of the experiences they have in school. Their progress is also impacted by the experiences they have at home and in the community, the relationships or partnerships between individuals in these different settings, and the policies, cultural norms and values that govern interactions in these spaces (Bronfenbrenner, 1979). Ensuring their success is therefore a shared responsibility between the school, families, and the community. Strong reciprocal partnerships between schools and the community (i.e., expanded learning providers, health and human services agencies, housing and basic needs providers) support positive student development (Weissberg & Greenberg, 1998; Moore, & et. al., 2014).

Meaningful and mutually beneficial partnerships between schools, community members, and community organizations allow for better alignment across learning environments (home, school, and community), expand the set of resources available to support students, increase the diversity in expertise among the individuals working on students’ behalf, and facilitate easier access to supports and services for students and their families (Bronstein, & Mason, 2016).

These partnerships are critical to delivering effective Integrated Student Supports (ISS). Child Trends (2017) defines integrated student supports (ISS) as “a school-based approach to promoting students’ academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement” (p. 12). Their review of research indicates that ISS is a promising approach for improving student learning and promoting healthy development (Moore, H.L, & et. al., 2017).

State Requirements

In 2016, the Washington State Legislature created Washington’s [Integrated Student Supports \(ISS\) Protocol](#) through [4SHB 1541](#), as recommended by the [State’s Educational Opportunity Gap Oversight and Accountability Committee](#) (EOGOAC). The law outlines the essential features of the protocol—including needs assessments, community partnerships, integration and coordination, and ongoing data use—to guide the development of implementation guidance and resources at the Center for Improvement of Student Learning (CISL) in the Office of Superintendent of Public Instruction (OSPI). CISL is currently finalizing the Integrated Student Supports (ISS) Protocol Implementation Guide with various internal and external partners.

Using the Protocol to Plan and Implement LAP Supports

In 2021, the Washington State Legislature modified the state’s LAP laws under Revised Code of Washington (RCW) Chapter [28A.165](#) through [SHB 1208](#). Starting in September 2025, schools and LEAs receiving LAP funds will be required to use the ISS Protocol to plan and implement supplemental supports for participating students. There are additional requirements that apply to LAP-funded supports and/or services provided by community partners or other out-of-school organizations.

LAP Supports Provided by Partners

LEAs may use up to 15% of total LAP base funds and 15% of LAP high poverty funds per eligible school to provide direct supplemental supports and/or services to LAP-served students through partnerships with community or other out-of-school organizations. These partnerships must be developed in accordance with the protocol established in [RCW 28A.300.139](#). Agreements between LEA and community partners must include the following:

- Specify that LAP funds may only be used to provide direct supports and/or services to participating students.
- Identify the academic and/or nonacademic supports and/or services that will be made available to students by the community partner. Agreements should also describe how those supports and/or services align to the needs of the students as identified in the needs assessment process required by the protocol.
- Identify how supports and/or services provided by the community partner reinforce supports provided by school staff to promote student progress towards meeting academic standards. ([RCW 28A.165.037](#))

ISS guidance, resources, training, and technical assistance will be available soon to prepare LEAs and schools for the requirement.

Tips and Resources

- Ensure teaming structures and procedures are in place for efficient identification of and response to the needs of eligible students and their families.
- Develop a support matrix of available supports and resources, including those provided by partners, and the criteria for accessing them.
- Provide training and coaching to staff and partners so supports are delivered as designed. Monitor implementation and impact of supports regularly to make sure the needs of students, families, and staff are being met, and if not, be sure to make data-informed adjustments in a timely manner.

- [Team Working Agreements](#), [Communication Protocols Worksheet](#), [Data-Based Decision Making](#), [Data Teaming Tools](#), [Finding the Root Cause](#), [Root Cause Analysis Resources](#)
- [Selecting Innovations](#), [Identifying Evidence-Based Practices and Programs](#)
- [Planning Training and Coaching](#), [Implementing Evidence-Based Practices with Fidelity](#)
- [Using Improvement Cycles](#), [Data-Based Individualization \(DBI\) Steps](#) and [Resources](#)

PROGRAM REPORTING

LEAs are required to review and submit participating student data, activities, and expenditures for LAP each year in the LAP Report in [EDS](#) by **September 30** ([RCW 28A.165.100](#)). The following table provides an overview of required reporting for each LEA and school that receives LAP funds.

Reporting Overview

Data Type: Program Enrollment

Location: Student Information System ([CEDARS File I](#))

Frequency: On-going (*Best practice*)

Elements	CEDARS Element
Program Code (identical to file Q)	I06/Q06
Entrance Date (identical to file Q)	I07/Q07
Exit Date	I08
Exit Reason	I09

Data Type: Assessment and Academic Growth

Location: Student Information System ([CEDARS File Q](#)) | [LAP CEDARS Program Codes](#)

Frequency: As Available/Due by September 30

Elements	CEDARS Element
Program Code (identical to file I)	I06/Q06
Entrance Date (identical to file I)	I07/Q07
Identification Assessment	Q08
Amount of Academic Growth	Q09
Progress Monitoring Assessment	Q10
Entrance Score	Q11
Entrance Score Date	Q12
Exit Score	Q13
Exit Score Date	Q14
Extended Learning Time Intervention	Q15
Tutoring Intervention	Q16
Student At Grade Level	Q17

Data Type: LAP Activities and Expenditures

Location: [LAP Application in EDS](#)

Frequency: Annually Due by September 30

Elements	CEDARS Element
Program Narratives (Academic Growth and Progress Monitoring)	N/A
Graduation Assistance	N/A
Family Engagement	N/A

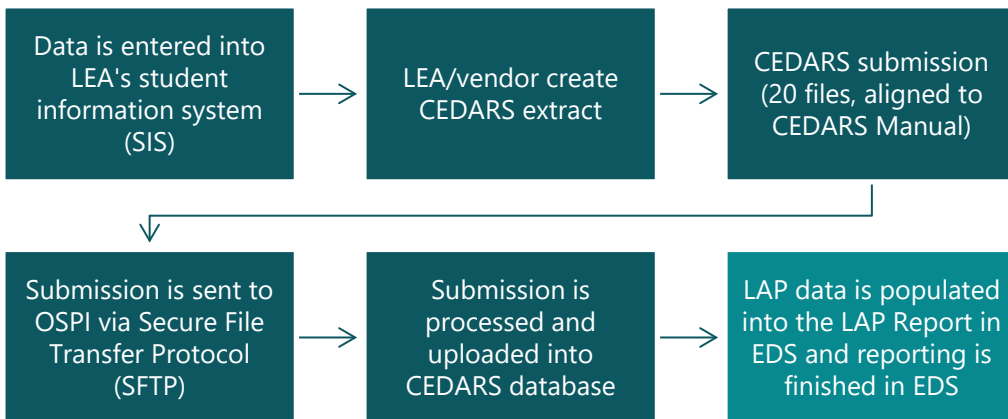
Professional Learning	N/A
Summer School	N/A
Community Partnerships	N/A
Acceptance of Funds and Assurances	N/A
LAP District and High Poverty Schools Expenditures	N/A

Student level
 School level
 District level

Note: Student-level data can be verified for accuracy in CEDARS. Please refer to [these instructions](#) to check on CEDARS submissions.

Data Entry and Submission Process

LAP reporting includes three levels of data: student level, school level, and district level. Participating student data is first entered into the LEA’s student information system (SIS). This data is then submitted to the Comprehensive Education Data and Research System (CEDARS), as indicated below, via Secure File Transfer Protocol. Once it is processed and uploaded into the CEDARS database, it will populate in the LAP Report in EDS. It is important for LAP directors to work closely with their CEDARS Administrator to ensure smooth submissions.



LEAs then review student data for accuracy in the LAP Report in EDS under Student Lists. They also provide program narratives and activities at the school level. Other activities, such as LAP-funded supports during the summer and through community partnerships, are provided at the district level along with LAP base and high poverty expenditures. LEAs must mark the LAP Expenditures tab complete last, as this tab will not show as complete until all other data is finished. Step-by-step instructions on how to access and complete the report are available in the [LAP user guide](#).

Tips and Resources

- Establish a team and procedures to collect, enter, and analyze data.
- Provide training on how to collect, enter, and analyze data consistently.
- Track program data, including student participation and progress, services and activities, and expenditures by funding source, throughout the school year.
- Make sure all data has been entered accurately and completely before marking the entire LAP Report complete.

- Review data collection and reporting procedures in annual improvement cycle.
- [LAP Report User Guide](#) on the [EDS Application User Guides webpage](#)
- [LAP Report webinar recording](#) | [Webinar presentation slides](#)
- [CEDARS manuals and appendices](#)
- [Checking LAP data accuracy](#)
- [LAP CEDARS codes](#)

LAP reporting resources are updated annually to reflect improvements in the LAP data collection and report, as well as legislative changes.

PROGRAM FUNDING

Base and High Poverty Funds

All LAP funds must be budgeted and expended for the purposes of RCW [28A.165.005](#) through [28A.165.065](#). LAP has two allocations: LAP base funds and LAP high poverty funds. Even though these allocations must be used for the same intent and purpose, they should be tracked separately by the LEA to ensure LAP high poverty funds (1) are allocated to the appropriate schools, and (2) supplement any LAP base funding the schools would have received. The fiscal year for LAP base and LAP high poverty funds begins **September 1** and ends on **August 31**.

LAP base funds are intended to be flexible so LEAs can allocate funding to schools in alignment with the [comprehensive strengths and needs](#) of participating students, their families, and system. LAP base funds are calculated based on an additional 2.3975 hours per week of instructional time. These additional hours per week are converted to staffing FTE, which are allocated as teachers. Salary and benefits are allocated to these programs based upon teacher FTE generated by this calculation.

LAP Base Formula

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

LAP high poverty school funds *supplement, and must not supplant*, LAP base funds. These funds are generated by eligible schools within the LEA ([RCW 28A.165.055](#)). Schools that are eligible for LAP high poverty funds are those with a three-year rolling average of 50% or more of FRPL as reported in CEDARS, or those that qualify through the CEP or HB 1238 provisions. These funds must be expended in alignment with the comprehensive strengths and needs of participating students in the building that generated them.

LAP High Poverty Formula

- **High Poverty School's Prior Year Enrollment:** Eligible School's Prior Year Annual Average

Full-Time Equivalent (AAFTE) as reported on the P223 for the prior school year.

- **LAP High Poverty School's Certificated Instructional Staffing (CIS) Units:** Enrollment ÷ class size of 15 x 1.1 hours per week x 36 hours per week.
- **LAP High Poverty School Allocation Generated:** the LAP High Poverty School's Generated CIS units x LEA's CIS salary and benefits x regionalization for the upcoming school year.

At the end of each school year, LEAs are required to report LAP expenditures by allocation, LAP base and LAP high poverty. Within each allocation, expenditure is broken down by activity as well as number and FTE of staff. For more information, please review the [LAP Report User Guide](#).

FRPL Percentages

Beginning in late January and several times afterwards, [School Apportionment and Financial Services](#) will post preliminary poverty spreadsheets on the [Budget Preparations webpage](#). This data is an essential component of the LAP base calculation and LAP high poverty funding eligibility for the upcoming school year. LEAs should review this data for accuracy when it is published and make any corrections in CEDARS before **March 31**. 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 LAP high poverty funding. Corrections are not accepted after this date.

Budget Calculator

Once FRPL percentages are finalized, School Apportionment creates a [LAP Calculator](#) with estimated LAP base and high poverty allocations to assist LEAs in budgeting for the upcoming school year. LAP directors and business managers can access the LAP Calculator by school year on the [Budget Preparations webpage](#) under Budget and Analysis Worksheets. The calculator provides information needed for the F-203 and Fund Allocation section in the LAP Report in EDS.

Community Eligibility Provision (CEP) and HB 1238

The Hunger-Free Schools Act (2020) and HB 1238: Meals for Washington Students (2023) modified the way that LAP funding is calculated for schools and LEAs participating in the Community Eligibility Provision (CEP) and for schools and LEAs providing meals at no charge to students under [RCW 28A.235.135](#). Both bills amended [RCW 28A.150.260](#) and allow an alternate calculation for the prior-year Free and Reduced-Price Lunch (FRPL) percentage used in the LAP funding formula:

Participating in CEP

- A. LAP Base:** When calculating LAP Base funding each year, OSPI uses the greater FRPL from two data sources:
1. The District FRPL from the previous year (standard method) or,
 2. The District FRPL from the year immediately preceding the district's enrollment, in whole or in part, in CEP.
- B. LAP High Poverty:** Schools that had a three-year rolling average of 50% or more for poverty percentage in the year immediately before CEP adoption maintain High Poverty School funding eligibility as long as the school remains on CEP, even if the prior-year FRPL drops below the eligibility threshold.

Participating in HB 1238: Meals for Washington Students

A. LAP Base: When calculating LAP Base funding each year, OSPI uses the greater FRPL from two data sources:

1. The District FRPL from the previous year (standard method) or,
2. The highest District FRPL for the school years, 2019–20 through 2022–23.

B. LAP High Poverty: Schools that were eligible for LAP high poverty funding for any year between 2019–20 and 2022–23, or had a FRPL percentage of 50% or more in the prior school year, qualify for LAP high poverty funding.

To ensure FRPL percentages are as accurate as possible, LEAs and schools should conduct direct certification monthly and distribute, collect, and process the [Child Nutrition Eligibility & Education Benefit \(CNEEB\) Application](#) in accordance with USDA and OSPI requirements. LEAs and schools can find more information about the CNEEB, including guidance, templates, and best practices, on the [Child Nutrition Services webpage](#).

Carryover

LEAs can carryover up to 10% of LAP Base and 10% of LAP High Poverty funding. It is important for LAP directors and business managers to create a budget that will lead to effective expenditure across the fiscal year, which is September 1 to August 31. To help LEAs calculate their carryover each year, School Apportionment typically publishes the LAP High Poverty Allocation spreadsheet in January on the Apportionment Attachments page under the specific academic year.

Accepting Funds and Assurances

Each year, LEAs accept LAP base and high poverty funds in the Fund Allocation section in the LAP Report in EDS. This section also requires LAP directors and business managers to review program assurances and agree to follow [LAP laws and rules](#). Once this section shows as complete, it is reviewed by the LAP team and shared with School Apportionment.

Tips and Resources

- Collaborate closely with the business manager and other key partners to develop a budget for LAP that is responsive to the comprehensive needs of participating students, families, and staff in the LEA, and leverages existing supports and resources effectively.
- Create guidelines for LAP expenditures that increase intentionality and align with the intent and purpose of the program: (1) data-informed, (2) supplemental, and (3) effective and efficient (evidence-based).
- Track and monitor allocations through separate budget codes for at least LAP base funds and LAP high poverty funds. It may also be helpful to have subcodes for program activities (e.g., interventions during the school day, family engagement, professional learning, etc.) to ease the process of reporting.


PROGRAM TIMELINE

The purpose of the timeline below is to support LEA and school teams in the development and implementation of LAP supplemental services that are in alignment with the [intent and purpose of the law](#). Activities outlined may vary by LEA and school depending on local need and capacity.

Required activities and deadlines are bolded.

Summer Activities	
Program implementation	
	Review plan for implementation, ensuring alignment between: <ul style="list-style-type: none"> <input type="checkbox"/> assessment of needs and strengths <input type="checkbox"/> matrix of available supports in school and community <input type="checkbox"/> partnerships with community-based organizations <input type="checkbox"/> cycles of data collection, review, and improvement <input type="checkbox"/> selection and training of staff <input type="checkbox"/> plan for continuous support of staff and partners
Program reporting	
	Continue working on the previous year's reporting in the LAP Report in EDS.
Program funding	
	Ensure at least 90% of all LAP base and 90% of all LAP high poverty funds have been expended on or before August 31.
	Ensure budget for upcoming year is aligned with the planned activities of LAP supports and services.
	Check expenditure tracking mechanisms, ensuring separate budget codes for the two allocations (LAP base and LAP high poverty) as well as activities for ease of reporting.
	Accept funds and assurances for the upcoming school year in the Fund Allocation Tab in the LAP Report in EDS.
Fall Activities	
Program implementation	
	Collect and compile academic and nonacademic data, such as universal screening, attendance and behavior, teacher observation, and any other information that will support the identification of student strengths and needs.
	Review academic and nonacademic data through the data-based decision-making process to identify students who may need LAP supports and develop support plans.
	Communicate student data and support plans to families and caregivers.
	Implement evidence-based supports with fidelity.
	Track fidelity of implementation and student response through progress monitoring.
	Provide targeted training and support to create a positive learning environment and

	increase fidelity of implementation.
	Review fidelity of implementation and student progress through the data-based decision-making process to determine whether to initiate, fade, continue, or intensify supports.
	Communicate support adjustments and student progress to families and caregivers.
Program reporting	
	Finalize and submit all data for previous school year in the LAP Report in EDS by September 30.
	Record or upload program enrollment (e.g., behavior, ELA, math) for participating students in student information system (SIS) <i>when data is available</i> .
	Submit program enrollment information to CEDARS through SIS <i>when data is available</i> .
	Review LAP program enrollment data for accuracy in CEDARS. Continue to update student data in SIS and send regular submissions to CEDARS <i>as needed</i> .
Program funding	
	Complete the Acceptance of Funds and Assurances tab in Fund Allocation section of LAP Report in EDS as soon as possible (and no later than September 30) to ensure timely apportionment.
Winter Activities	
Program implementation	
	Collect and compile academic and nonacademic data, such as universal screening, attendance and behavior, teacher observation, and any other information that will support the identification of student strengths and needs.
	Review academic and nonacademic data through the data-based decision-making process to identify students who may need LAP supports and develop support plans.
	Communicate student data and support plans to families and caregivers.
	Implement evidence-based supports with fidelity.
	Track fidelity of implementation and student response through progress monitoring.
	Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.
	Review fidelity of implementation and student progress through the data-based decision-making process to determine whether to initiate, fade, continue, or intensify supports.
	Communicate support adjustments and student progress to families and caregivers.
Program reporting	
	Continue to update student data in SIS and send regular submissions to CEDARS <i>as needed</i> .
Program funding	

	Review preliminary FRPL percentages on the Budget Preparations webpage and coordinate with the appropriate staff to make corrections, if necessary, in CEDARS.
Spring Activities	
Program implementation	
	Start planning for summer supports, if capacity allows, ensuring alignment between: <ul style="list-style-type: none"> <input type="checkbox"/> assessment of needs and strengths <input type="checkbox"/> matrix of available supports in school and community <input type="checkbox"/> partnerships with community-based organizations <input type="checkbox"/> cycles of data collection, review, and improvement <input type="checkbox"/> selection and training of staff <input type="checkbox"/> plan for continuous support of staff and partners
	Use the Integrated Student Supports (ISS) Protocol and the LAP Budget Calculator to begin the planning process for the following year. Consider coordinating related state and federal requirements throughout the process.
	Collect and compile academic and nonacademic data, such as universal screening, attendance and behavior, teacher observation, and any other information that will support the identification of student strengths and needs.
	Review academic and nonacademic data through the data-based decision-making process to identify students who may need LAP supports and develop support plans.
	Communicate student data and support plans to families and caregivers.
	Implement evidence-based supports with fidelity.
	Track fidelity of implementation and student response through progress monitoring.
	Provide targeted training and support to create a positive learning environment and increase fidelity of implementation.
	Review fidelity of implementation and student progress through the data-based decision-making process to determine whether to initiate, fade, continue, or intensify supports.
	Communicate support adjustments and student progress to families and caregivers.
	Evaluate the implementation and efficacy of LAP-funded supports based on multiple sources of data and adjust plan for subsequent year as necessary. Data sources may include, but are not limited to, fidelity of implementation data, student outcome data, and perception data. This information is required in the LAP Report in EDS.
	Communicate program outcomes and plan for improvement with relevant staff and partners.
Program reporting	
	Review LAP student data for accuracy in CEDARS, ensuring it is populating correctly on the LAP Report in EDS when it opens in May. If needed, continue to update student data in SIS and send regular submissions to CEDARS <i>as needed</i> .
	Compile program narratives and activities for the LAP Report in EDS.
Program funding	

	Coordinate with appropriate staff to make final corrections to FRPL percentages, if necessary, in CEDARS by March 31.
	Ensure budget for summer, if capacity allows, is aligned with the planned activities of LAP supports and services.
	Prepare LAP expenditures for the LAP Report in EDS.

TECHNICAL ASSISTANCE

- LAP laws, rules, planning, implementation, and reporting: LAP Team, LAP@k12.wa.us
- Poverty percentages: Becky McLean, becky.mclean@k12.wa.us.
- LAP apportionment, budget calculator, and carryover: Jackie McDonald, jackie.mcdonald@k12.wa.us.
- CEDARS submissions for the LAP Report: Lisa Ireland, AskSI@k12.wa.us.
- Technical issues with the LAP Report: Customer Support, customersupport@k12.wa.us.

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