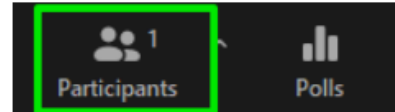


Welcome!

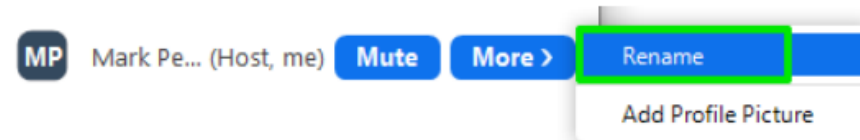
Please use the **rename** function in Zoom to add your School District next to your name.

THIS WEBINAR WILL
BE RECORDED

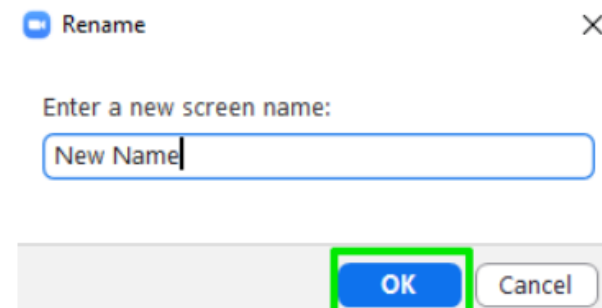
1.) To change your name after entering a Zoom meeting, click on the **“Participants”** button at the top of the Zoom window.



2.) Next, hover your mouse over your name in the **“Participants”** list on the right side of the Zoom window. Click on **“Rename”**.



3.) Enter the name you'd like to appear in the Zoom meeting and click on **“OK”**.



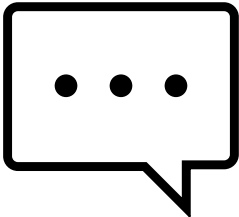
New Director Orientation

Categorical Programs
August 2024

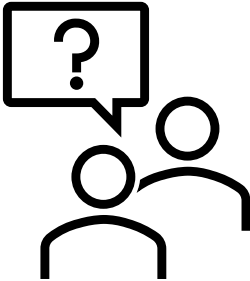


Washington Office of Superintendent of
PUBLIC INSTRUCTION

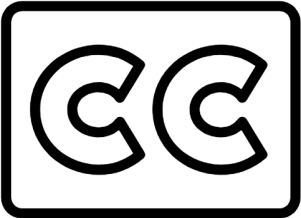
Housekeeping



Use Zoom chat feature for comments/reactions/links



Use Zoom Q&A to ask questions



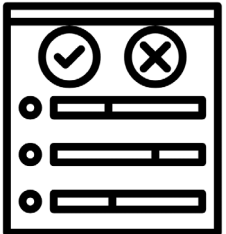
Click the "Live Transcript" button to enable closed captioning



Slides will be posted to...



Webinar recording will be posted to...



Exit survey will be shown at the end of the webinar

[Professional Learning Opportunities for Title I, Part A and LAP | OSPI](#)



Our Team Values

1

Building Relationships–We're in this together. OSPI's main objective is to improve student outcomes for Washington's public-school children. Through cooperative assessment of the federal programs between the state and the local education agencies (LEAs), the quality of services to students will be strengthened and improved.

2

Technical Assistance–We are here to help. Our team members provide technical assistance throughout the year. It is not the state's intent to tell the LEA how to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal and state requirements.

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.



Vision

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

Mission

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

Values

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

Each student, from all backgrounds and cultural knowledges, is valued in our schools.

Ensuring

- Goes beyond the walls of the classroom to provide students with the services and support they need to succeed.

- Requires

historical and representative practices that ensure and support they need to

and

instruction

Our orientation supports our equity statement by ensuring all students receive necessary support through program coordination, preparing for the school year with clear requirements and deadlines, and learning from experienced directors to develop effective, inclusive programs using appropriate tools.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

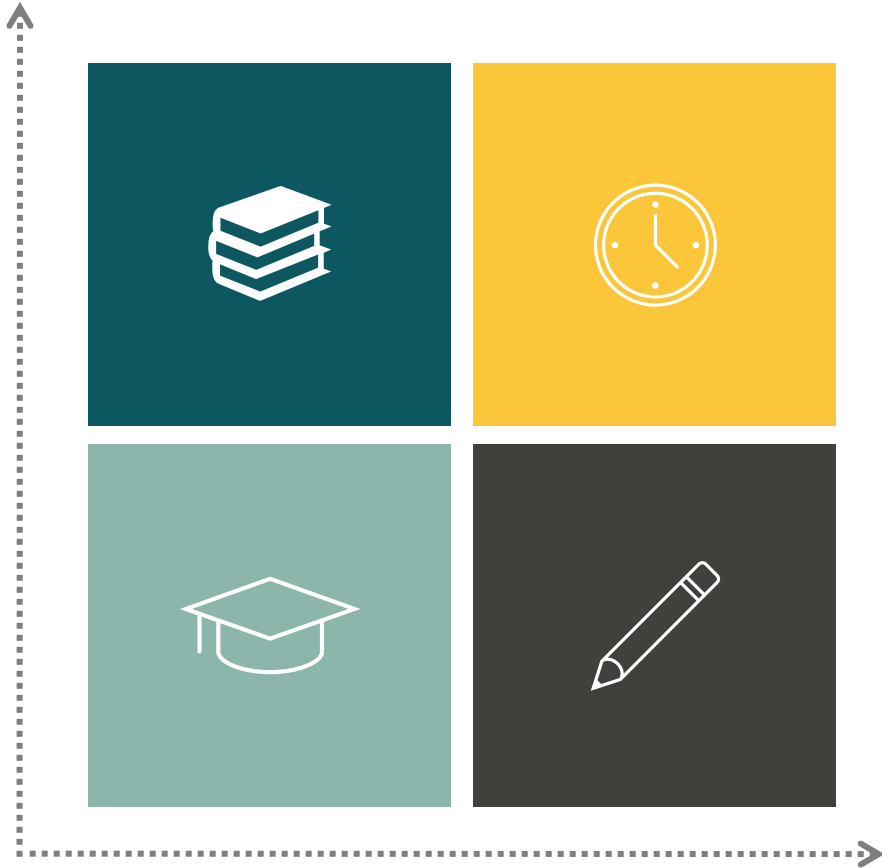
Poll



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Agenda



Welcome, Introductions, Purpose

Introduction of staff, purpose of meeting

Overview “Starting-The-Year-Right”

Learn the key requirements, submissions and compliance deadlines, and prepare for upcoming meetings to start the year.

Panel, Learn From Your Colleagues

Touchet School District
Selah School District
Kennewick School District

Breakout Rooms

Meet program staff and ask additional questions





Introductions of Staff and Programs | Purpose

Programs Participating and Their Leads



Penelope Mena
Title I, Part A



Liza Hartlyn
Continuous School
Improvement OSSI



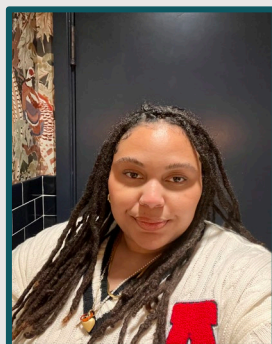
Sylvia Reyna
Title I, Part C



Coleen Putansuu
Title II, Part A



Virginia Morales
Title III | TBIP



Atela Tinnin
Title IV, Part A



Tony May
Title V, Part B



Sheila Gerrish
Equitable Services



Annie Pennell
Learning Assistance
Program (LAP)



Michele Lovell
Language Access
Program Supervisors



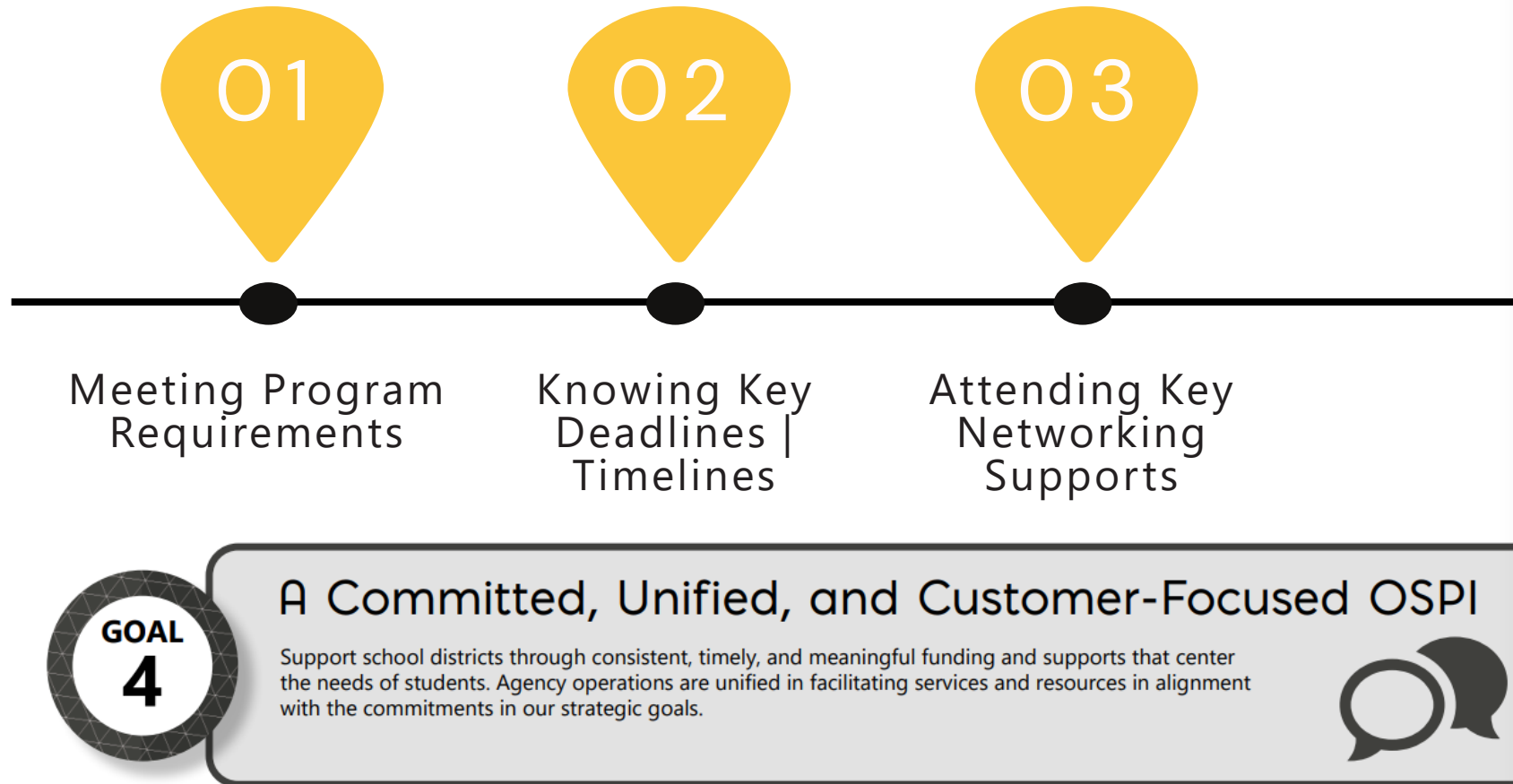
Program's Funding Purpose

Title I, Part A (TIA)	Continuous School Improvement (OSSI)	Title I, Part C (TIC)	Title II, Part A (TIIA)	Title III TBIP (TIII/TBIP)	Title IV, Part A (TIVA)	Title V, Part B (TVB)	Learning Assistance Program (LAP)
<p>Title I, Part A: Closing Educational Achievement Gaps is a federal program designed to provide customized instruction and curricula that help students meet academic standards.</p>	<p>System and School Improvement are tiered supports provided through state and federal accountability processes.</p>	<p>The Washington State Migrant Education Program (MEP) is federally funded to ensure high-quality education programs and supplemental support services for migratory children.</p>	<p>The Title II, Part A program is designed, among other things, to provide students from low-income families, students of color, and other students who have been disenfranchised by the education system with greater access to effective educators.</p>	<p>Federal Title III, Part A, funds provide additional support for multilingual learners as well as services for American Indian/Alaska Native students and for multilingual/English learners in private schools. State TBIP funds are supplemental funds to support the implementation of state transitional bilingual instruction programs, also referred to as English language development programs.</p>	<p>The Student Support and Academic Enrichment (Title IV, Part A) program provides funding to improve students' academic achievement by increasing school district capacity to: Provide all students with access to a well-rounded education; Improve school conditions for student learning; and Increase the use of technology to enhance the academic achievement and digital literacy of all students.</p>	<p>The Rural Education Initiative (Title V, Part B) is a suite of federal programs designed to address the unique needs of rural local education agencies (LEAs).</p>	<p>The Learning Assistance Program (LAP) provides supplemental instruction and services to students who are not yet meeting academic standards in basic skills areas as identified by statewide, school, or district assessments or other performance measurement tools.</p>

These Programs Supplement Basic Education



Purpose | Start the School Year Right By...



OSPI STRATEGIC GOALS

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. Our shared focus is supporting **all** of our state's learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation. To make progress on these commitments, OSPI must conduct agency business differently.

GOAL 1
Equitable Access to Strong Foundations
 Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

- Initial Objectives:
 - Universal access to pre-K
 - New K-3 literacy focus
 - Universal access to dual language learning by elementary

GOAL 2
Rigorous Learner-Centered Options in Every Community
 Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

- Initial Objectives:
 - Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
 - Equitable access to dual credit courses
 - Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options

GOAL 3
A Diverse, Inclusive, and Highly Skilled Workforce
 Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

- Initial Objectives:
 - Access to residency experience for all pre-service educators
 - Educators and school staff that reflect the diversity of the students they serve
 - Opportunities and access to high-quality professional learning for in-service educators

GOAL 4
A Committed, Unified, and Customer-Focused OSPI
 Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations are unified in facilitating services and resources in alignment with the commitments in our strategic goals.

Washington Office of Superintendent of
PUBLIC INSTRUCTION



Year-at-a-Glance

Coordinated Calendar, Securing Funds, and Allowability Tools

Year-at-a Glance Resources

The primary aim of the **coordinated event calendar**, is to enhance coordination among various programs and support district leaders in their planning efforts.

	A	B	C	D	E
1	Program	Starts	Item	Due Date	Contact
16	Title I, Part A	October	Title I, Part A Comparability Report	Wednesday, November 1, 2023	Title1a@k12.wa.us
17	Title I, Part A	September October	Parent and Family Engagement Notifications	Ongoing, if necessary	Title1a@k12.wa.us
18	Title I, Part A	January	Schoolwide Waiver 40% Poverty Threshold	June	titleiva@k12.wa.us
19	Title I, Part C Migrant Education	May	Regular and Summer EOY Reports and Fidelity of Strategy Implementation Due	Friday, September 15, 2023	ceair.st.onge@k12.wa.us
20	Title I, Part C Migrant Education	May	Set at least three Core Parent Advisory Council (PAC) meeting for the next school year.	September 31, 2023	ceair.st.onge@k12.wa.us
21	Title I, Part C Migrant Education	January	Response to invitation to participate in Summer Programs 2024	Wednesday, January 24, 2024	ceair.st.onge@k12.wa.us
22	Title I, Part D, Subpart 1	July	Mid-Year Report	End of December	ada.daniels@k12.wa.us
23	Title I, Part D, Subpart 1	February	February Annual Count Form	End of February	ada.daniels@k12.wa.us
24	Title I, Part D, Subpart 1	March	March Annual Count Form	End of March	ada.daniels@k12.wa.us
25	Title I, Part D, Subpart 1	May	May Annual Count Form	End of May	ada.daniels@k12.wa.us
26	Title I, Part D, Subpart 2	October	Local Agency Annual Report (October Count)	End of October	ada.daniels@k12.wa.us
27	Title I, Part D, Subpart 2	July	Mid-Year Report	End of December	ada.daniels@k12.wa.us
28	Title II, Part A	May	Teacher Certification Status	August	Title2A@k12.wa.us
29	Title II, Part A	Ongoing	School Board Approval	Ongoing	Title2A@k12.wa.us
30	Title II, Part A	Winter	Educator Equity Data Collection in EDS	Monday, July 1, 2024	Title2A@k12.wa.us
31	Title II, Part A	May	End of Year Report	August	Title2A@k12.wa.us
32	Title IV, Part A	Thursday, September 1, 2022	Title IV, Part A End of Year Report due	September 31, 2023	titleiva@k12.wa.us
33	Title V, Part B	May	Rural and Low-Income Schools: End of Year Report	End of Summer	tony.may@k12.wa.us
34					
35					



The **key timelines** section or tab provides an overview of program grants and reports, along with relevant technical assistance.

Applications to Secure Funds

Grant System	Federal Program	Grant Name	Required?	Date Grant Opens	Due Date
Educational Grant Management System (EGMS)	Title I, Part A Title I, Part C Title II, Part A Title IV, Part A Title I, Part D Subpart 1 & 2	Consolidated Grant Application (CGA)	Yes	August	September 13
EGMS	Multilingual TBIP	FP 219	Yes	June	August 1
EGMS	Title I, Part D For Educational Service District (ESD)	Form Package 206, 209, and 452	No	July	October
EGMS	School Improvement (OSSI)	Federal and State From Packages 37, 38, 39, 432, 703, 709, 710, 871, 872, 873, 874, 910	No. (available, but can opt-out of OSSI supports)	Mid-May	October of each year
Educational Data System (EDS)	Learning Assistance Program (LAP)	EDS LAP Report Includes LAP Application	Yes	May	September of each year

Final Day to submit prior years' **Budget Amendments**
October 15

Final Day to submit prior years' **Budget Amendments**
October 15

EGMS and EDS Basics

Education Grant Management System (EGMS)

[EGMS Resources & Guides \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)

[Newsletter](#)

[Consolidated Grant Application Contacts \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)

[EGMS Office Hours \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)

Education Data System (EDS)

- **Learning Assistance Program Report and Acceptance of Funds:**
- Login to the [Education Data System](#).
- If you need access and work in a public school or district, please contact your [district data security manager](#).
- [Education Data System Administration \(EDS\) | OSPI \(www.k12.wa.us\)](#)





Is it Allowable?

What need does the expenditure address?

How does it connect to relevant CNA, SIP Plan, Program Application | Plan?

Are the costs reasonable and necessary to accomplish the activity?

Does the expenditure supplement and not supplant other state and local funding? *

*The methodology prescribed for SNS evidence testing under ESSA is different for [Title I, Part A](#), see page 26.

How will the expenditure be evaluated to measure a positive impact on student outcomes?

Tools

An optional [Identifying Uses of Funds for Allowable Activities](#) form may be customized by an LEA to meet their needs.



Categorical Programs Overview

Key elements to start the year



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

PROGRAM PLANNING

TITLE IA PROGRAM

Title I, Part A programs build opportunities for children whose struggles often keep them on the academic sidelines. One-third of the public schools in Washington state operate Title I, Part A programs, providing academic services to over 400 thousand students annually.

Tips for New Title I, Part A Directors

Guidance and Handbooks

- Use the Title IA Guide and Fiscal Handbook.
- Visit the [Title I, Part A website](#) for guidance.

Review and Planning

- Analyze TAS protocols or SWP plans.
- Study the latest grant applications, school improvement plans, and budgets.
- Check accountability reports and report cards on the OSPI website.

School Visits and Familiarization

- Visit Title I, Part A schools regularly; understand their procedures and policies.
- Visit private schools and local institutions involved in Title I, Part A; learn about services for neglected or delinquent youth.

Policies and Parent Engagement

- Read and comply with [LEA and school PFE policies](#).
- Learn about family engagement on the Title I, Part A website.

Organization and Records

- Use the Year-at-a-Glance (Short or Monthly) to track deadlines and plan.
- Organize files using the federal program review [checklist](#).
- Keep current copies of SWP plans and TAS protocols.
- Follow OSPI's retention schedule; retain records for six years or until audits are resolved. [OSPI Retention Schedule](#).



LAP

PROGRAM PLANNING

LAP is a state-funded program designed to enhance educational opportunities for students who are not yet meeting academic standards by providing **data-informed** and **evidence-based** supplemental academic and nonacademic services.

- Within **Multi-Tiered System of Supports** (MTSS), LAP services are targeted (tier 2) or intensive (tier 3) supports that are added to accelerate learning and remove barriers that prevent students from benefiting fully from universal instruction.
- These supplemental supports are most effective when they are matched to need, evidence-based, aligned across settings, and implemented with fidelity.

1. Familiarize yourself with program requirements through our **LAP Program Guide**. If you have questions, please refer to the **LAP FAQ** and/or contact our office.
2. Finalize your LEA's LAP Report in EDS, if not completed, by **September 30**. **This report is where LEAs also accept their LAP funds and assurances for the upcoming school year as well.**
3. Learn about your LEA's program procedures and practices by reviewing program documentation, talking to current program staff, and observing program supports in action.
4. Maintain a feedback loop between program staff at the LEA and school level to celebrate progress, address barriers, and answer questions.
5. Keep an eye out for implementation supports connected to the **Integrated Student Supports (ISS) Protocol**. LEAs and schools must use this protocol to plan and implement LAP supports in the next school year (2025-26).



Title IA and LAP Program *Events*



Date	Time	Event Type	Registration Link
Statewide Network Meeting Title IA and LAP	SEP 17 from 8:30 to 10:30 AM SEP 19 from 2 to 4 PM NOV 19 from 8:30 to 10:30 AM NOV 21 from 2 to 4 PM	These meetings enhance partnerships by fostering dialogue, sharing expertise, and supporting LEAs with Title I, Part A, and LAP programs.	Register here for all dates.
Title IA and LAP Virtual Office Hours	OCT 22 8:30 to 9:30 AM OCT 22 2:00 to 3:00 PM	These optional one-hour events are available to all LEAs for discussing Title I, Part A, and LAP topics.	No registration required. All dates

TITLE IA & LAP PROGRAM TIMELINES

Title IA Event	Starts	Description	Due Date	Required	System
Title I, Part A Reporting Targeted Assistance Program (TAS)	Ongoing	CEDARS collects data only for Title I, Part A TAS students. Report them throughout the school year.	Ongoing	Yes	School Information System (SIS) to CEDARDS
Comparability Report	October 1 or when CGA is approved	As a condition of receiving Title IA funds, districts must show comparability of services.	November	*Not required for LEAs with one building, or one building per grade span.	EGMS

LAP Task	Starts	Description	Due Date
LAP Report	May 2024	LEAs and schools receiving LAP funds must report information on participating students, activities, and expenditures. This is also where they accept funding for the upcoming school year.	September 30, 2024

TITLE IA & LAP PROGRAM SUPPORTS

WEBSITE

- [Closing Educational Achievement Gaps \(Title I, Part A\) \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)
- [Learning Assistance Program](#)

CONTACT

- [Program Supervisor Assignments](#)
- 360-725-6100
- Title1a@k12.wa.us and LAP@K12.wa.us

GovDelivery

Sign up for updates and information from OSPI's Title I, Part A & LAP Programs. Subscribe [here](#).

NETWORKING

[Professional Learning Opportunities for Title I, Part A and LAP \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)





Title I 1003
Continuous School Improvement | OSSI

PROGRAM PLANNING

Continuous School Improvement

- Partnership to districts/schools based on WA-state's **ESSA Consolidated Plan** and via the state's accountability and support framework (i.e., **WSIF**). *WSIF identifies schools for tiered accountability and supports (i.e., Tiers 1, 2, 3, 3 Plus).*
- Grant funds and other assistance like CI Partners (CIPs) are available to schools identified with **Tier 3** and **3 Plus** WSIF-IDs. Funds support local plans rooted in **Comprehensive Needs Assessments (CNAs)**, **Evidence-Based Practices (EBPs)**, and the overall improvement aims of state and federal laws, policies, and guidance.

Tips for District Directors and Staff:

Cycle 3 WSIF Identification & Requirements

- What are the [WSIF-IDs in your district](#) for Cycle 3?
 - View the [Cycle 3 ID Webinar](#) (or [slides](#)) for an overview of WSIF Cycle 3.
- Check out the ["Next Steps" .pdfs](#) on our webpage.

Submission Schedules

- Check out the [WSIF Cycle 3 Year-At-A-Glance .pdf](#) for important dates/deadlines.

Improvement Planning/Review Templates & Guides

- [CNA Toolkit](#) and [Data Sources Guide](#)
- [2024-25 SIP Template](#)
- [2024-25 Consolidated SIP Template](#)
 - (Meets Title IA and OSSI requirements)
- SIP Implementation Guidance Docs (various)
- [L-CAP Survey \(.docx version\)](#) for planning only)
- [L-CAP Implementation Guide](#)
- [Evidence Based Practices \(EBPs\)](#) Guidance, Lists, and [Webinar](#)

OSSI Grants and Fiscal Guidance

- [OSSI Grants Fact Sheet 2024-25](#)
- [OSSI Form Packages and Eligible Grantees List 2024-25](#)
- [OSSI Grants Application Guide](#)
- [Allowable Activities](#) versus [Prohibited Activities](#)

Data & Implementation Resources

Open Doors & Reengagement Resources

- [School Improvement Plans \(SIP\) for Open Doors](#)

Continuous School Improvement

PROGRAM EVENTS



Date	Time	Event	Registration	Contact
Fall: August-September	Various by ESD	OSSI-ESD Fall Outreaches	Email with Link from both OSSI and ESD	OSSI@k12.wa.us Your ESD
Spring: March-April	Various by ESD	OSSI-ESD Spring Outreaches	Email with Link from both OSSI and ESD	OSSI@k12.wa.us Your ESD

- Please email OSSI@k12.wa.us with any changes to district/school contacts to ensure we are up to date!

Continuous School Improvement PROGRAM TIMELINES

Event	Times	Description	Due Date	Required	Contact
Beginning of Year School Improvement Plan (SIP): Basecamp Upload ----- L-Cap Alchemer Survey Completion	5:00PM	Upload of Beginning of Year SIP to OSSI Basecamp. ----- Completion of L-CAP Alchemer Survey for districts with at least one school in tiered supports.	08/30/2024	YES	OSSI@k12.wa.us
OSSI Grants: Initial Application Deadline	5:00PM	SAS and Initial Application Deadline (No new applications accepted after this date.)	10/31/2024	No. Eligible schools may apply for funding.	Akiva Erezim, Prog Sup. Akiva.Erezim@k12.wa.us
OSSI Grants: Revisions Deadline	5:00PM	Revisions Deadline (No revisions to initial applications will be accepted after this date.)	12/15/2024	No. Eligible schools may apply for funding.	Akiva Erezim, Prog. Sup. Akiva.Erezim@k12.wa.us
Mid-Year Progress Review (MYPR): Basecamp Upload	5:00PM	Upload of Mid-Year Progress Review (MYPR) SIP to OSSI Basecamp.	01/31/2025	YES	OSSI@k12.wa.us
End-of-Year Review (EOYR): Basecamp Upload	5:00PM	Upload of End-of-Year Review (EOYR) to OSSI Basecamp	06/27/2025	YES	OSSI@k12.wa.us

Continuous School Improvement

PROGRAM SUPPORTS

WEBSITE

[Continuous School Improvement Resources](#)

PHONE

360-725-6000

NEWSLETTER

Visit [GovDelivery](#) and check "Continuous Improvement"

EMAIL

OSSI@k12.wa.us





Title I, Part C
Migrant Education Program

PROGRAM PLANNING

Title IC Migrant Education Program

The Washington State Migrant Education Program (MEP) is federally funded to ensure high-quality education programs and supplemental support services for migratory children. Migratory families often have trouble receiving continuous, high-quality educational services because of their high rate of mobility, cultural and language barriers, social isolation, health-related problems, disruption of their children's education, and the lack of resources in the areas in which they live and work.

PROGRAM REQUIREMENTS

❖ **Comprehensive Needs Assessment:**

LEAs conduct individual needs assessments to: (1) determine the needs of migratory students and how those needs relate to the priorities established by the State; (2) design local services; and (3) select students for the receipt of those services.

❖ **Identification & Recruitment:**

Title I, Part C Migrant Education Program is the only federal program that requires ongoing identification and recruitment of eligible migratory students.

❖ **Program Reporting:**

LEAs must maintain a records clerk position to assist in the enrollment and reporting of services and supports provided with program funds into the state Migrant Student Information System (MSIS) in a timely manner.

❖ **Parent Advisory Council (PAC) and Family Engagement:**

LEAs must establish a PAC to assist in developing, implementing, and evaluating the local program's services and supports to eligible migratory students including preschool and Out of School Youth (OSY).



Title IC Migrant Education *Timelines & Events*

Item	Description	Due Date	Required
Summer End-of-Year Report	Report that allows LEA to evaluate their local migrant education summer program. This is only required to complete if your LEA offered a summer program.	September 15th, 2024	Only if offering summer program
23-24 End of Year Reporting to MSIS	Any ELA/Math pre/post assessments as well as supplemental services reported to MSIS.	September 15th, 2024	YES

Date	Time	Event/Description	Registration	Contact
Friday, September 13, 2024. <i>Ask program staff for full schedule.</i>	10:00-11:30am	Title I, Part C Migrant Education Quarterly Webinars: Quarterly meetings for program directors and coordinators managing the local Title I, Part C Migrant Education Program	https://us02web.zoom.us/j/87978791419	ceair.st.onge@k12.wa.us
Thursday, October 3, 2024	9:00-11:00am	Title I, Part C Migrant Education New Directors Training: Information and orientation for new directors and coordinators to learn program requirements and processes under Title I, Part C Migrant Education Program	https://us02web.zoom.us/j/87807563907	ceair.st.onge@k12.wa.us
Thursday November 7th, 2024	9:00-11:00am	Title I, Part C Migrant Education Summer Planning Meeting: Opportunity for LEAs to share summer program successes and learn about new partnerships and resources to engage migratory students.	https://us02web.zoom.us/j/88492207240	ceair.st.onge@k12.wa.us

Migrant Education Program *Supports & Resources*

RESOURCES

OSPI: [Migrant and Multilingual Education \(ospi.k12.wa.us\)](http://ospi.k12.wa.us)

Office Of Migrant Education (OME):

[Migrant Education Program | Migrant Education Program](#)

Migrant Student Data, Reporting, and Support

[MSDRS](#)

ESD Partners

ESD 105: [Migrant Services - Educational Services District 105 \(esd105.org\)](http://esd105.org)

ESD 123: [Migrant Education - Educational Service District 123 \(esd123.org\)](http://esd123.org)

ESD 171: [Migrant Education Program - NCESD](#)

ESD 189: [Migrant Education Program – NWESD 189](#)

CONTACT

Sylvia Reyna- Migrant Education Program Director

sylvia.reyna@k12.wa.us

P: (360) 742-4654

María Guzmán- Migrant Education Program Supervisor

maria.guzman@k12.wa.us

P: (564) 233-5217

EGMS Office Hours Via Zoom

Tuesdays 10:00-11:00 am

Zoom Link: <https://us02web.zoom.us/j/84724461788>

Thursdays 1:00-2:00pm

Zoom Link: <https://us02web.zoom.us/j/89742289602>



Title II, Part A
Improving Teacher and Principal Quality

PROGRAM PLANNING

Title II, Part A

Improving Teacher and Principal Quality

Title II, Part A is the "oxygen mask" to support your teachers and principals!

- The Title II, Part A program is designed, among other things, to provide students from low-income families, students of color, and other students who have been disenfranchised by the education system with greater access to effective educators.
- In addition, the purpose is to increase the academic achievement of all students by helping LEAs improve teacher and principal quality.
- This includes teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, and retention. In addition, Title IIA funds may be used to improve the skills and knowledge of principals for effective school leadership.



Title II, Part A Program Events

Webinar	Date	Time	Registration
CGA Webinar	Aug. 21, 2024	10:00-11:00 am	Register
Educator Equity Data Collection (EEDC) Kickoff Webinar	TBA	TBA	Registration will open in late fall / early winter
FP 284 Progress Report (EOY) Webinar	May 14, 2025	10:00-11:00 am	Registration will open in April 2025

Title II, Part A PROGRAM TIMELINES

Event	Starts	Description	Due Date	Required
Form Package (FP) 284 End-of-Year Progress Report in EGMS	May 2024	FP 284 is a required report in EGMS for LEAs who accepted Title II, Part A funds in SY23-24. LEAs who REAPed or who transferred 100% of their Title II, Part A funds do not need to complete FP 284.	Must be approved prior to SY24-25 CGA application approval.	LEAs who REAPed or transferred 100% of their Title II, Part A funds do <i>not</i> need to complete FP 284.
Consolidated Grant Application (CGA) in EGMS – FP 239	July 2024	The Title II, Part A forms in the CGA are listed as FP 239.	Must be approved in order to submit a claim for SY24-25 funding.	LEAs who REAP or transfer 100% of their SY24-25 Title II, Part A funds do <i>not</i> need to complete the FP 239 forms in the CGA.
Educator Equity Data Collection in EDS	TBA	Annual report that allows LEAs to ensure their teacher quality data is accurate prior to posting on the OSPI Report Card.	New SY24-25 process included a data snapshot taken July 15	Yes
Submit a SY23-24 Claim	Date of SY23-24 Pre-Application	Funds must be obligated by 8/31/24. Budget revision deadline 10/15/24.	Final claim due 11/15/24.	Title II, Part A has 100% carryover for one year.



Title II, Part A Program Supports

WEBSITE

[Improving Teacher and Principal Quality \(Title II, Part A\) \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)

PHONE

360-725-6340

OFFICE HOURS

Office hours may be scheduled at a date/time that works for you. Options: 15-, 30-, or 50-min.

EMAIL

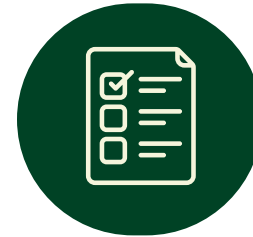
Title2A@k12.wa.us





Title III
Multilingual Education | TBIP

Multilingual Education PROGRAM EVENTS



Date	Time	Event	Registration	Contact
First Thursday of the month	9:00 to 10:00 am OR 3:00 to 4:00 pm	Multilingual Education Information Session	24/25 Multilingual Information Sessions (pdenroller.org)	multilingualed@k12.wa.us
Third Thursday of the Month	9:00 am	Multilingual Director's Network	TBD/Newsletter	
Third Thursday of the Month	3:00 pm	Multilingual Teacher Network	TBD/Newsletter	

Multilingual Education Program Supports

WEBSITE

[Multilingual Education Program](https://ospi.k12.wa.us)
(ospi.k12.wa.us)

NEWSLETTER

Sign up for updates and information from OSPI's Multilingual Education Program. Subscribe [here](#).

Contacts

Kristin Percy Calaff, Ph.D – Executive Director of Multilingual Education
Kristin.percycalaff@k12.wa.us

Virginia Morales – Assistant Director, ESD 121, 123 & 189
Virginia.morales@k12.wa.us

Katie Sperling – Program Supervisor, ESD 101, 105, & 171
Katie.sperling@k12.wa.us

Shannon Martin – Program Supervisor, ESD 112, 114, & 113
Shannon.martin@k12.wa.us





Title IV, Part A
Student Support and Academic Achievement

PROGRAM PLANNING

SSAE - Title IV, Part A

The Student Support and Academic Enrichment (Title IV, Part A) program provides funding to improve students' academic achievement by increasing school district capacity to:

- Provide all students with access to a **well-rounded education**;
- **Improve school conditions** for student learning; and
- **Increase the use of technology** to enhance the academic achievement and digital literacy of all students.

Check out our resources!

[NEW Title IV, Part A coordinators guide](#)

- This resource will be your best friend! It covers topics such as allowability, equitable services, federal laws and regulations, and program timelines.

Title IV, Part A Coordinator training and overview

(May 2024)

- [Review the slides](#)
- [Watch the recording](#)

Title IV, Part A [Program planning guide](#)

Title IV, Part A Application supports:

- [Grant Application Training Slides](#)
- [Canvas courses](#) on Title IV, Part A application

Title IV Part A [Public Report](#)

- This resource allows you to see what other districts are doing with their TIVA funds and be a source of inspiration when planning out programming.

Come chat with us during [weekly EGMS office hours](#)

- Discuss program topics and get support navigating EGMS



SSAE – Title IV, Part A PROGRAM EVENTS and TIMELINES

Date	Time	Event/Description	Registration	Contact
August 21, 2024	11 to 12 p.m.	Title IV, Part A Grant Application Forms Training. LEAs get a chance to review updated forms, refresh their program planning and EGMS entry skills, and engage in peer-to-peer sharing with other coordinators.	Please register prior to the event here .	titleiva@k12.wa.us

Event	Starts	Description	Due Date	Required
Title IV, Part A End of Year Progress Report in EGMS	May 01, 2024	The Title IV, Part A End of year report is a required for LEAs that participated in the program during the SY23-24. Responses will be used in the Title IV, Part A State public report and can be found on the website.	Must be approved prior to SY24-25 CGA application approval.	LEAs who REAP or transferred 100% of their Title IV, Part A funds do <i>not</i> need to complete FP 284.
Consolidated Grant Application (CGA) in EGMS	July 2024	Title IV, Part A forms in the CGA are FP 211, sequence #20 & 21	Must be approved to submit a claim for SY24-25 funding.	Yes. Both forms are required for participating LEAs, except for LEAs who REAP or transfer 100% of Title IVA funds.
Submit a SY23-24 Claim	SY23-24 Pre-application	Funds must be obligated by 8/31/24. Budget revision deadline 10/15/24.	Final claim due 11/15/24.	Title IV, Part A has 100% carryover for one year.

SSAE - Title IV, Part A

PROGRAM SUPPORTS

WEBSITE

[Student Support and Academic Enrichment
\(Title IV, Part A\) \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)

NEWSLETTER

Sign up for updates and information from OSPI's SSAE Title IV, Part A Program. Subscribe to our newsletter [here](#).

Contacts

Shared program email:
TitleIVA@k12.wa.us

Atela Tinnin
Title IV, Part A Program Supervisor
a.tinnin@k12.wa.us
[360-972-0974](tel:360-972-0974)

Debra Parker
SEL Program Supervisor & Title IV, Part A Alternate
Debra.parker@k12.wa.us





Title V, Part B

Rural Education Initiative - REAP and RLIS

PROGRAM INFORMATION

Rural Education

Rural Education Initiative (REAP) consists of:

- Small Rural Schools Achievement (SRSA) Grant
 - Awarded to eligible LEAs by ED
- REAP Alternative Fund Use Authority
 - Allows flexibility on Title II Part A and Title IV, Part A for eligible LEAs
- Rural and Low-Income Schools (RLIS) Grant
 - Sub-grant by state to eligible LEAs
- Small LEA Support Team (SLST)
 - Offers additional supports to LEAs with an enrollment of less than 1000 students.

The Rural Education Initiative (Title V, Part B) is a suite of federal programs designed to address the unique needs of rural local education agencies (LEAs). These LEAs frequently lack the personnel and resources needed to compete for federal competitive grants and often receive formula allocations that are too small to be used effectively for their intended purposes. OSPI supports LEAs with three rural education provisions.

SRSA, REAP Alternative Fund Use Authority, and RLIS allow eligible LEAs to utilize activities as allowed under:

- Title I, Part A
- Title II, Part A
- Title III
- Title IV, Part A
- Title IV, Part B (SRSA and REAP only)



REAP and RLIS *Timelines & Events*

Item	Description	Due Date	Required
Consolidated Grant Application (CGA)	REAP - Application that allows eligible LEAs to use Title II, Part A and Title IV, Part funds in a more flexible manner. RLIS - Application to apply for direct grant funds to eligible LEAs.	September 13	Optional/Recommended
2023–24 RLIS End-of-Year Report	RLIS End-of-Year Report for LEAs that received an allocation in the 2023–24 school year.	September 29	Yes, for Granted LEAs

Date	Time	Event/Description	Registration/Links	Contact
Second Wednesday of Each Month	11:00-12:00 pm	Small LEA Support Team (SLST) Office Hours	Zoom Link: https://us02web.zoom.us/j/83008413729	Tony May – tony.may@k12.wa.us Ellen Hopkins - ellen.hopkins@k12.wa.us
Fourth Wednesday of Each Month	11:00-12:00 pm	Small LEA Support Team (SLST) Office Hours	Zoom Link: https://us02web.zoom.us/j/83008413729	
Third Wednesday in August, October, December, February, and April	10:30 - 12:00 pm	Small LEA Support Team (SLST) Virtual Statewide Network Meetings	<ul style="list-style-type: none"> • August 21, 2024 • October 16, 2024 • December 18, 2024 • February 19, 2025 • April 16, 2025 	

Rural Education Contacts

WEBSITE

Rural Education Initiative
(ospi.k12.wa.us)

PHONE

Tony May - 360-972-4047

NEWSLETTER

Newsletter here, look for Small LEA
Support Team (SLST)

EMAIL

tony.may@k12.wa.us





Parent and Family Engagement

Essentials for the Start of the Year

Start of the Year Family Engagement Implementation

Program	Notification Dissemination	Meetings Input	Resources
Title I, Part A	<ul style="list-style-type: none"> Disseminate the family engagement policies (District and School Level). Disseminate Parent Right-to-Know Notification information. Provide and disseminate the School Parent Compact. Invite parents to the Title IA Meeting to learn about the benefits, rights.* 	<ul style="list-style-type: none"> Schools must annually invite parents of Title I, Part A students to a meeting about the program, its rules, and parents' engagement rights. This meeting can be combined with other meetings. 	<ul style="list-style-type: none"> Title I, Part A Notification List Parent and Family Engagement Guides & Resources (ospi.k12.wa.us) Newsletter Template (Top Languages) ParentNotices TransAct *Title IA meeting may be combined with other meetings.
OSSI Continuous School Improvement	<ul style="list-style-type: none"> Make the latest School Improvement Plan (SIP) available on the school's website and at the school. Inform families and the community that they are invited to participate in improvement planning. 	<ul style="list-style-type: none"> Ensure parents, guardians, and community members can collaborate in the improvement planning process (ESEA 1111(d)(1)(B)). Include feedback from families and the community in the Comprehensive Needs Assessment (CNA). 	<ul style="list-style-type: none"> Continuous School Improvement Resources
Title I, Part C	<ul style="list-style-type: none"> Update the PAC members on program implementation for service and supports to migratory students. Identify and disseminate activities to engage migratory families in their child's learning. 	If not already done so, set meeting dates for the rest of the school year to discuss program evaluation and planning for the following school year.	<ul style="list-style-type: none"> Migrant Education Parent Advisory Council (ospi.k12.wa.us)
Title III TBIP	<ul style="list-style-type: none"> Notification of Placement 	If not already done so, begin planning for program input from parents.	<ul style="list-style-type: none"> Notification Timeline Multilingual Family Communication Templates (ospi.k12.wa.us)
Title IV, Part A	<ul style="list-style-type: none"> N/A 	Needs assessment stakeholder engagement input, must include parents.	<ul style="list-style-type: none"> Title IV Program Planning Guide (ospi.k12.wa.us)

PFE Allowable Costs Guidance

Approving PFE Expenditures

- Business managers, principals, or federal program directors must maintain records and have them available for program monitoring or the auditor.
- Here are some questions to ask of staff when requesting funds for PFE activities.

How is the activity/expenditure aligned to and described in the Consolidated Grant Application (CGA), Combined SIP or Program plan?

How does this expenditure increase participation or engagement of parents in school activities or assist parents to support student achievement?

How is the expenditure aligned to building capacity for parents?



Funding Family Engagement Activities *Examples*

Program	Parent Advisory Councils	Parent-Teacher Conferences	Capacity Building Activities for Families	Curriculum and Assessment Trainings for Families	Food Purchases for Activities Aligned to Program Plans Allowed Not Allowed
Title I, Part A	✓	✓	✓	✓	<p>Allowed</p> <ul style="list-style-type: none"> Light refreshments to facilitate attendance. Inexpensive meal when activity interferes with mealtimes.
OSSI Continuous School Improvement	✓	✓	✓	✓	<p>Allowed</p> <ul style="list-style-type: none"> Light refreshments to facilitate attendance. Inexpensive meal when activity interferes with mealtimes. Event must be outlined in SIP; must incorporate improvement activities.
Title IV, Part A	X	X	✓	✓	X
Title I, Part C	<p>Required</p> <p>Migrant Education Parent Advisory Council (ospi.k12.wa.us)</p>	Allowed when addressing the needs of migratory students.			<p>Allowed</p> <ul style="list-style-type: none"> Light refreshments to facilitate attendance. Reasonable cost meal when activity is conducted during mealtimes.
Title III TBIP	Allowed when addressing the needs services of multilingual students.				<p>Allowed</p> <ul style="list-style-type: none"> Light refreshments to facilitate attendance.

Allowed ✓

Not Allowed X

Required

Recommendations for Practice

"Food Purchases"

Honor culture.

Engaging with families over food is an excellent opportunity to explore and embrace the variety of cultures and traditions present in your school and district. Consider local organizations with which to partner to highlight culturally relevant food and customs.

Work with community partners.

- Attempt to have all, or a portion of any food costs paid through alternative sources such as sponsorship or donation from:
 - Local businesses
 - Parent/Teacher organization
 - Restaurants
 - Food trucks
 - Supermarkets

Maintain documentation, and check with program staff. Because there is a high standard for using federal funds to provide food, districts should keep the following records and have them available for auditors:

- The agenda must clearly outline the purpose of the PFE activities.
- Sign-in sheets should include all participants, including family members.
- Itemized receipts are required to show detailed information about purchases and quantities.

Resource: an optional [Identifying Uses of Funds for Allowable Activities](#) form may be customized by an LEA to meet their needs.



LANGUAGE ACCESS

Liaison Only

10-50% MLLs
AND <75 languages

164 LEAs

Designate a language access liaison to facilitate district compliance with state and federal laws related to family engagement

Exempt

<1,000 AND
<10% MLLs

130 LEAs

Exempted from the language access liaison, policy, procedure, and coordinator requirements. **These LEAs are not exempt from the language access data collection required by RCW 28A.183.050**

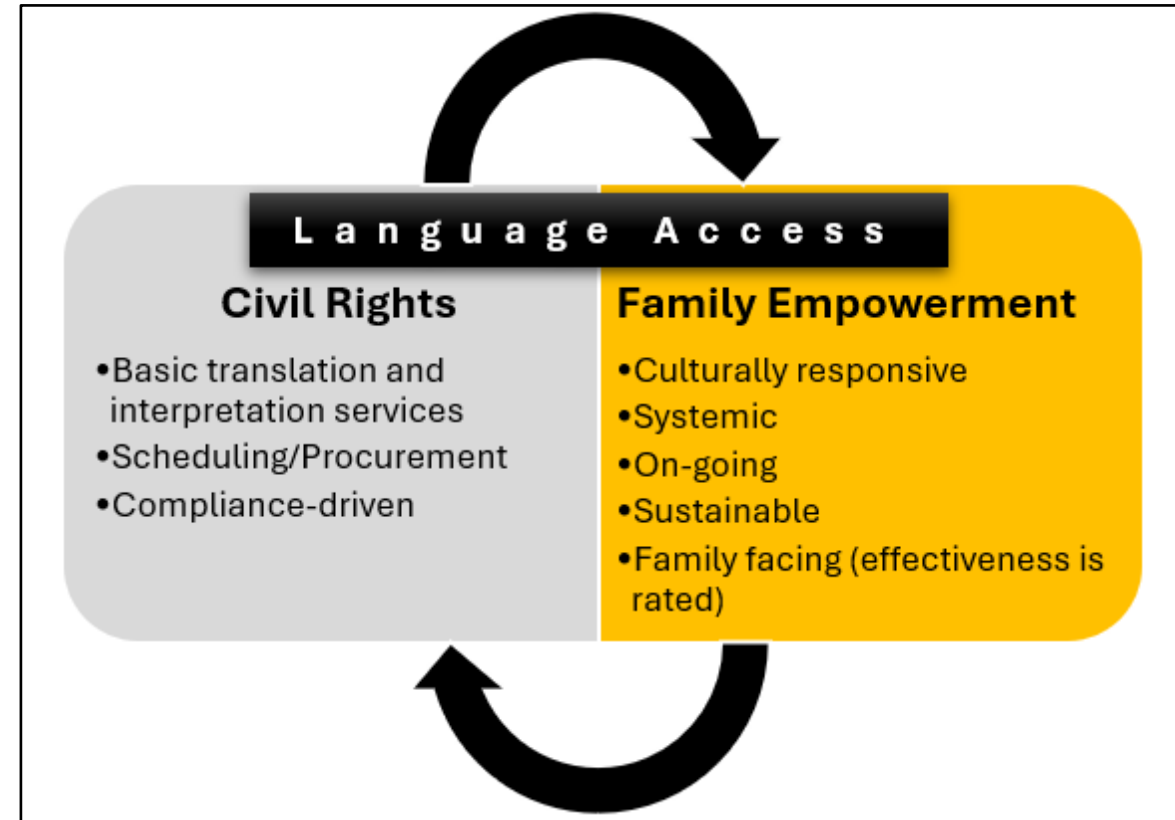
Coordinator

>50% MLLs
OR >75 languages (FP423 Grant)

26 LEAs

Have a full-time language access coordinator

- Per Bulletin [040-24](#), identify if you are an exempt, liaison, or coordinator district
- **Liaison and Coordinator districts: per E2SHB 1153 ensure you have a language access policy**



Language Access PROGRAM SUPPORTS

Resources

Language Access Toolkit

Toolkit includes self-assessment, guide, interpreter services, service evaluations, language access rights, and LAC Job Description

TransACT ParentNotices

An online library of forms, campus signs, and letters, to communicate with students, parents, and the community. Available in Spanish, Russian, Vietnamese, Ukrainian, Chinese-Mandarin, Arabic, Korean, Somali, and Punjabi

Interpreter Training Modules

Modules to train participants as interpreters in the education setting

Website

[Language Access](#)

Contact

languageaccess@k12.wa.us
michele.lovell@k12.wa.us

GovDelivery

Sign up for updates and information from OSPI's Language Access Program. Subscribe [here](#).

Building Capacity Authentic Family Engagement Modules



[Learning Module
Playlist](#)
[School Leader
Toolkit](#)



Webinar
(One hour)
[Register](#)

September 26, 2024
9:00 a.m.

We want to help your school team jumpstart authentic family and community engagement. When schools and communities partner together, students and communities thrive.



Save the Date! Road Show (*In-Person* 2-hour Workshops) Authentic Family Engagement **Modules**

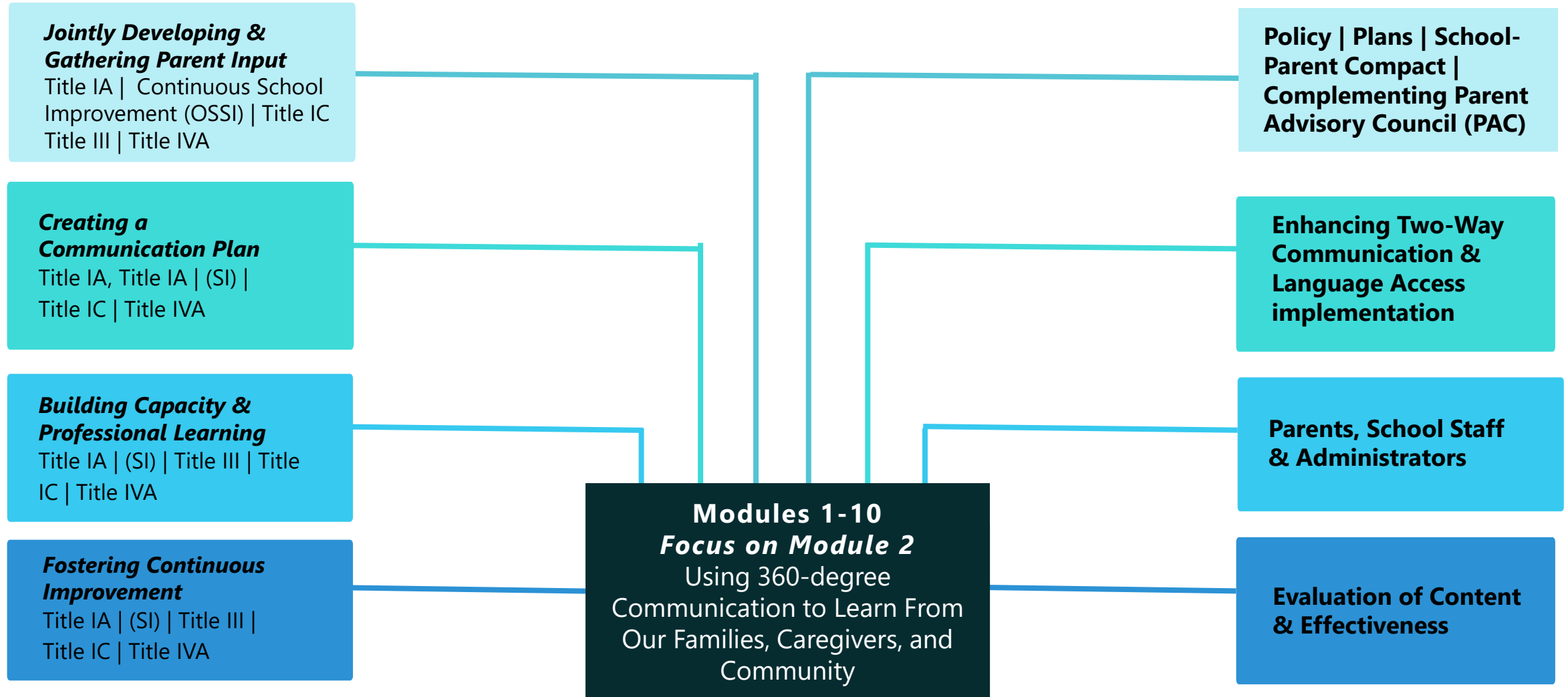
Objectives:

1. Introduce Authentic Family & Community Engagement Modules
2. Explore Modules 1 to 3
3. Identify how this resource can complement your family and community engagement federal requirement implementation
4. Leave participants with a free resource

Date	AM or PM	Location/Format
<u>October 10, 2024</u>	9:00 am - 11:00 am & 1:30 to 3:30 p.m.	ESD 112 Room: Clark, Pacific, Skamania, Klickitat
<u>October 29, 2024</u>	9:00 to 11:00 a.m. & 1:30 to 3:30 p.m.	ESD 123
<u>October 30, 2024</u>	9:00 to 11:00 a.m. & 1:30 to 3:30 p.m.	ESD 105 Room: Maggie Perez-Lower Level
<u>November 5, 2024</u>	9:00 am - 11:00 am & 1:30 to 3:30 p.m.	ESD 101 Room: Panorama/By-County
<u>January 16, 2025</u>	9:00 am - 11:00 am & 2:00 to 4:00 p.m.	Virtual Only
<u>January 23, 2025</u>	9:00 am - 11:00 am & 1:30 to 3:30 p.m.	ESD 121 Room: Cedar & Duwamish



The Module Can Inform Multiple Federal Component Implementation





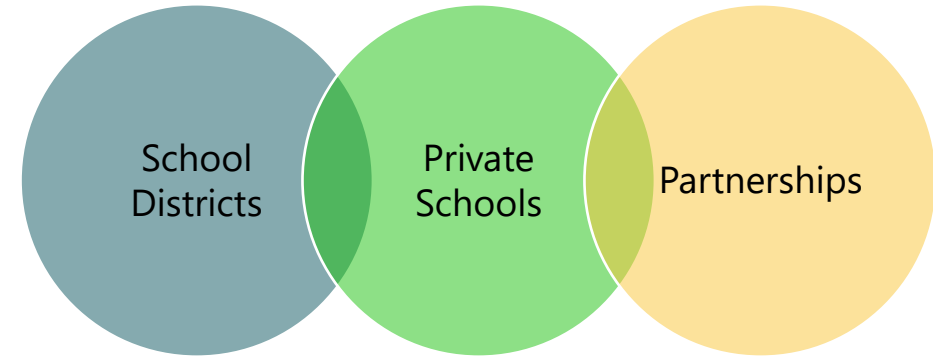
Equitable Services

Districts and LEAs with Private Schools

Our focus today is on Title I, Part A from ESSA Section 1117

Equitable Services

This is a collaborative process between educational entities based on **shared planning, responsive and accurate data reporting, and respect for timelines** to ensure timely services and supports for eligible students, teachers, other instructional staff, and parents in private schools.



Key Word is Services

- Services and materials only.
- District maintains administrative control over services and materials.
- Districts do not distribute federal funds directly to private schools.
- No reimbursement to private schools.
- District monitors teachers and providers who deliver services.

PROGRAM PLANNING

Equitable Services

Services to private schools should be equitable to the public school, not identical. They should be designed to meet the needs of private school students, teachers and families.

Services to private schools should ideally begin at the same time as services begin in public schools.

In the fall, ensure consultation with private schools to decide-which students will receive what services.

Considerations:

- Services can be provided to all students who reside in the Title I public school attendance area and are failing, or most at risk of failing to meet the state's academic achievement standards.
- Students do not need to meet the low-income criteria to receive Title I, Part A services.

What kind of services:

- District-provided services.
- Computer-aided instruction.
- Third-party contracted services.



School District Roles and Responsibilities

Private School Participation in Federal Programs

The students, parent/guardians, and educators of non-profit, private schools–approved by the [Washington State Board of Education](#)–may be eligible for services provided through some Elementary Secondary Education Act (ESEA) federal education programs. These services can provide a valuable supplement to the core programming and professional development of participating private schools.

Program Basics +

School District Requirements +

Private School Requirements +

Federal Programs & Non-Regulatory Guidance/Legislation +

Subscribe to receive Private Education and Title I, Part A email updates.

Participation in Federal Programs Webinar

OSPI's Federal Program Equitable Services Ombudsmen hosted a webinar focusing on the requirements and procedures for school districts and private schools for the 2022–23 school year.



Find [detailed district directions](#) on [OSPI's Private School Participation in Federal Programs](#) webpage.

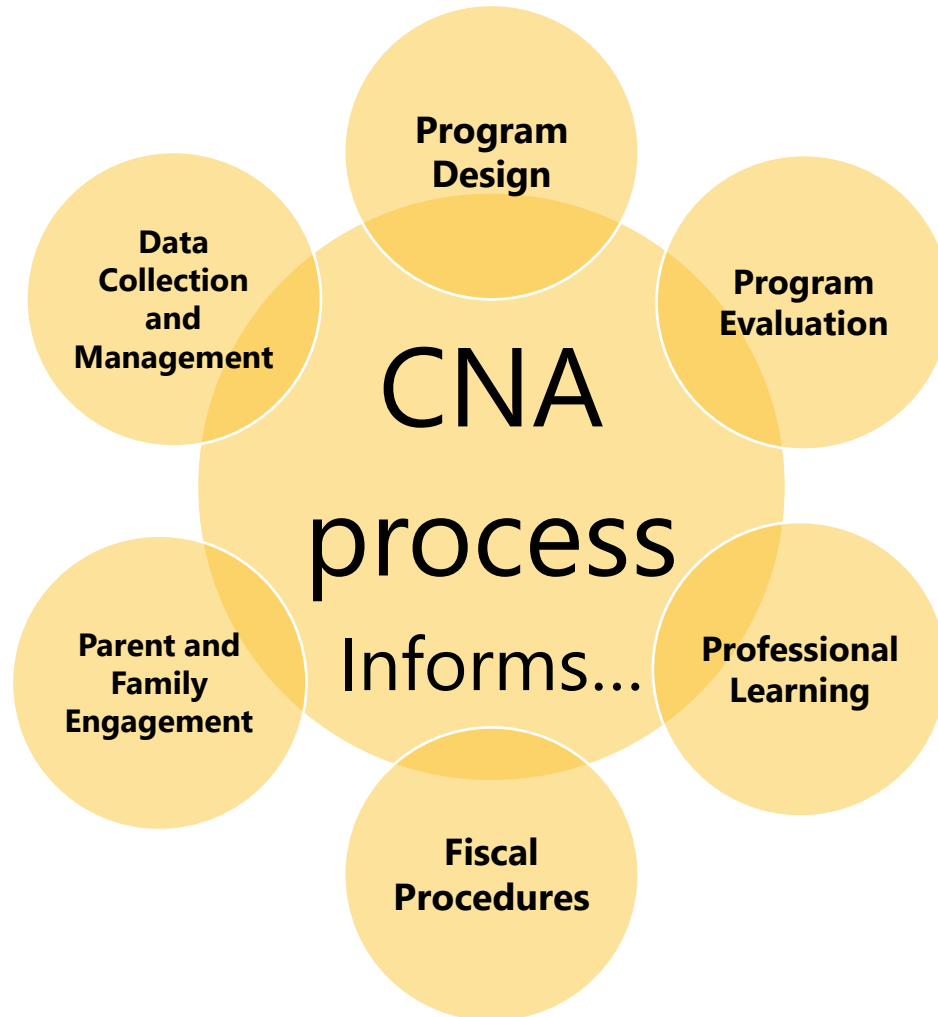
Julie Chace, 360-725-6167, julie.chace@k12.wa.us
Sheila Gerrish, 360-725-6026, sheila.gerrish@k12.wa.us



Continuous Improvement Process

Helping directors understand how their roles align with program priorities and how success will be measured.

Comprehensive Needs Assessment (CNA) process informs program components for numerous federal and state programs...



Title I, Part A

Continuous School Improvement | OSSI

Title I, Part C

Title II, Part A

Title III | TBIP

Title IV, Part A

Title V, Part B



LAP –Step 1 of ISS Protocol

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.

Washington's ISS Protocol

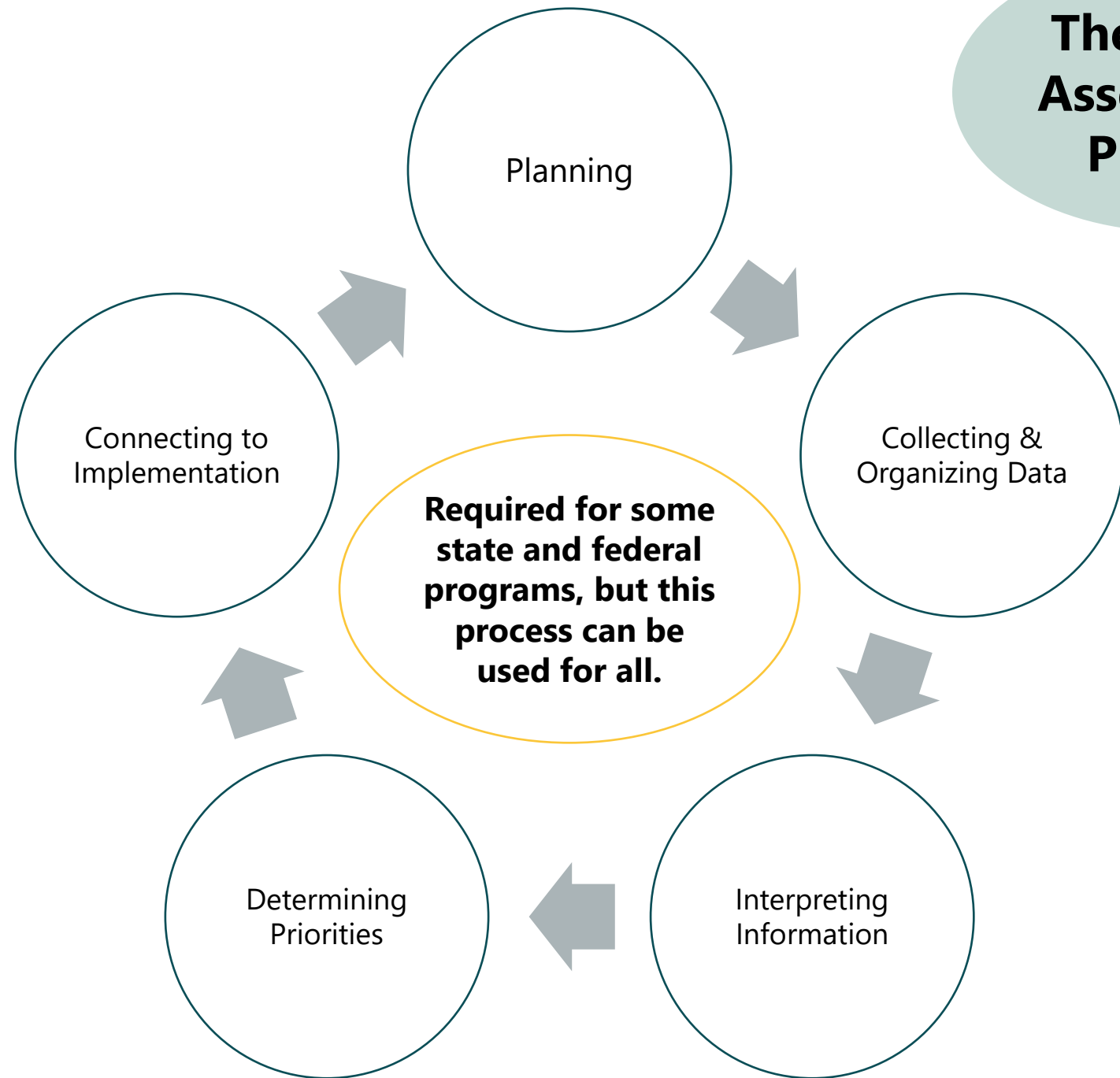


Overview of Steps in the Protocol



A Comprehensive Needs Assessment (CNA)

- Is a process of examining data to help us identify, understand, and determine priorities that will inform implementation of improvement efforts to address opportunity gaps.
- At the school-level **or** district-level this process is implemented across five phases.
- Conducting an effective needs assessment is the first step in the improvement process as it is designed to inform goals, as well as identify strategies and action steps leading to success across all programs (Cuiccio & Husby-Slater, 2018).



Comprehensive Needs Assessment (CNA) Toolkit

Purpose for creating the document

- One document for multiple federal and state program compliance requirements
- Coordination of federal and/or state programs
- Efficient use of time
- Facilitation of a culture of continuous improvement

Purpose for using the document

- To determine if the SIP, SWP plan TAS Protocols have been effective in increasing the academic achievement of students, particularly for the lowest-achieving students
- Integration and Coordination for multiple purposes...
- Data Collection and Analysis
- Intentional Planning
- Funding Expenditures

Data Inquiry Guide

- Additional resource to aid completion of CNA:
- **Module 1**–Building a Foundation for Data Use
- **Module 2**–Applying Data Use to Cycles of Inquiry

**Contains
Protocols**

Data Inquiry Guide

2020

Prepared by:

- Travis Wentworth, Data Practices Project Manager (Project Lead)
travis.wentworth@k12.wa.us
- Lauren Okano, Resource/Data Director
lokano@psed.org
- Matt Frizzell, Assistant Director of Data Support and Implementation
mattthew.frizzell@k12.wa.us



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Continuous Improvement Tools | Templates

CNA Templates							
Basic Education	Title I, Part A	Continuous School Improvement OSSI	Title II, Part A Improving Teacher / Principal Quality	Title III TBIP Multilingual Education	Title IV, Part A	Learning Assistance Program (LAP)	Title I, Part C Migrant Education
<p>Comprehensive Needs Assessment Toolkit 2023 (www.k12.wa.us)</p> <p><i>A CNA process is required for some state and federal programs, but this process may be used for all.</i></p> <p>(Please contact each program to ensure your process addresses program requirements)</p>							<p>Comprehensive Needs Assessment Toolkit – Office of Migrant Education</p>

Plan Templates							
Basic Education	Title I, Part A	School Improvement	Learning Assistance Program (LAP)	Title III TBIP Multilingual Education	Title IV, Part A	Title II, Part A Improving Teacher /Principal Quality	Title I, Part C Migrant Education
<p>2024-25 Consolidated SIP SWP TAS Plan <i>May be used for State SIP, School Improvement, Title I, Part A Plan Protocols, LAP.</i></p>				<p><i>Multilingual Planning Template</i> District School <i>May use in coordination with Consolidated SIP Plan.</i></p>	<p>Title IV Program Planning Guide <i>Use this guide to meet program requirements.</i></p>	<p><i>Does not require a SIP Plan.</i></p>	<p>State Service Delivery Plan <i>Suggested Services Aligned to Measurable Performance Outcomes</i></p>



Panel of Peers

Learn From Your Colleagues

Panel *Learn From Your Colleagues*



Robert Elizondo
Superintendent



Touchet School District
Home of the REDHAWKS



231

Students Enrolled
2023-24 School Year



Kristi Irion

Director of Student
Support



Selah School District 119
Cultivating life-long learners



3,821

Students Enrolled
2023-24 School Year



Sarah Del Toro

Director of Student
Programs and Supports



19,563

Students Enrolled
2023-24 School Year

Panel Questions

You have 10 minutes each to answer the following questions.

What are the key priorities you focus on in September to ensure a smooth start to the school year for your district?

What crucial compliance and submission deadlines should new directors be aware of in the first few months, and how do you manage them?

How do you effectively engage with stakeholders, including parents, community members, and staff, during the initial months of the school year?

What resources, tools, or practices do you find most helpful for preparing for important upcoming meetings and events in October and November?

Please provide examples specific to your district size and setting.

Include tips on staying organized and on track with these deadlines.

Share strategies or initiatives that have worked well in your district.

Highlight any specific examples or resources that have been particularly useful.





Useful Tips and Takeaways!

- ✓ Visit the program websites
- ✓ Read program guides
- ✓ Review information on your school improvement plans
- ✓ Read accountability reports
- ✓ Visit your participating schools often
- ✓ Visit private schools that are participating in the federal program(s)
- ✓ Read your LEA's policy governing Parent and Family Engagement
- ✓ Keep the coordinated calendar and timelines handy and distribute to your program staff
- ✓ Know the record retention schedule for federal and state programs
- ✓ Sign up for GovDelivery email system
- ✓ Take advantage of Network Meeting
- ✓ Visit us at our Virtual Office Hours
- ✓ **Don't hesitate to contact program staff to ask questions!**

Complete Our Survey

New Director Orientation Survey



*We wish all an
exciting and
productive school
year!*

This is free time for you to join any breakout room for a meet and greet.

You may jump in and out of the breakout rooms to connect with the program you need.

Ask additional questions and connect with program staff to learn about their expertise.

Breakout Rooms

1. Title I, Part A (Closing Educational Achievement Gaps)
2. Title I 1003 Continuous School Improvement | OSSI
3. Title I, Part C (Migrant Education)
4. Title II, Part A (Improving Teacher/Principal Quality)
5. Title III (Multilingual Education)
6. Title IV, Part A (Student Support and Academic Achievement)
7. Title V, Part B (Rural Education Initiative) REAP and RLIS
8. Learning Assistance Program (LAP) | ISS
9. Equitable Services
10. Language Access
11. EGMS



Washington Office of Superintendent of
PUBLIC INSTRUCTION



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