Title I
Committee of Practitioners

August 13, 2025

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Vision

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

Mission

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

Values

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

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EQUITY

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

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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Agenda

- Welcome and Introductions
- Staffing Changes
- Program Review Update
- Federal Funds Update
- ESEA and Title I Flexibilities
  - Seeking Feedback
- Learning Assistance Program Update

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Introductions

In the chat, please put your:

- Name
- LEA (school district) or organization name
- The role that you represent on the committee

Staffing Update

Because of state budget cuts, our team was reduced from 17 to 12 staff. As a result, the contacts for all the programs on our team have shifted. The primary contacts for each program are:

- **Title I, Part A**
  - Penelope, Alyssa
- **Program Review & Support**
  - Ellen
- **Rural Education**
  - Ellen

- **21st CCLC**
  - Heidi, Dallas
- **Equitable Services/Private Schools**
  - Sheila
- **LAP**
  - Annie, Sheila
- **HiCap**
  - Jody, Julie

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Program Review Update

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2025–26 Program Review

- [LEAs Selected for 2025–26 Program Reviews](#)
- Civil Rights Review has returned to Program Review
  - Modified so they are not reviewing the same items they did last year during the state review.
- Self-Assessment has been put on hold, so we will not be implementing a Self-Assessment this year. Possible future implementation.
- Differentiated selected programs depending on the size of the LEA: Large LEAs have a review of most applicable programs; medium and small LEAs have limits on the number of programs to be reviewed each year.

Federal Funds Update

School Year 2025–26 ESEA Funds

- U.S. Department of Education (ED) released funds for ESEA programs, most during week of 7/28:

  - Title I, Part A (Title IA)
  - Title I, Part C
  - Title I, Part D
  - Title II, Part A

  - Title III, Part A,
  - Title IV, Part A
  - Title IV, Part B (21st Century Learning Centers)

  - Title V, Part B (Rural Low-Income Schools)

- Final LEA allocations will be posted on [Federal Allocations](#)

- Senate Committee on Appropriations advanced legislation for school year 2026–27 which includes:

  - Increase in Title IA and IDEA funding levels
  - No elimination or consolidation of ESEA programs
  - Language requiring ED to provide funds to states on the date they become available for obligation, meaning July 1 or October 1

This bipartisan outcome was made possible by all states working together for something we can all get behind—high-quality and accessible public education that serves ALL students in America.

- Superintendent Chris Reykdal

[State Superintendent Chris Reykdal's Statement on the Trump Administration's Decision to Release Their Hold on Congressionally Approved K–12 Education Funding](#)

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Exploring Flexibilities Within ESEA and Title IA

- To assist LEAs and schools with the protentional funding decreases in 2026–27 and beyond, we are developing a flexibility guide for all federally-funded LEAs.
- We seek your feedback on how we can improve flexibilities, process, guidance, and communication.

- Well-rounded Education
- Academic & Non-Academic supports
- Supplement-not-Supplant
- Ranking and Allocating
- Set-Asides
- Schoolwide Programs (SWPs)
- Consolidated Administration Funds
- Transferability

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Comprehensive Needs Assessment (CNA)

- It is crucial that a *Comprehensive* Needs Assessment is carried out **before** developing plans for using Title IA or other federal or state supplemental funding source.
- Title IA requires that uses of funds are tied directly to the needs of students, teachers, administrators, and families in the LEA as identified in the CNA.
- Effective and efficient programs start with the CNA and include a program evaluation at the end of the year. This provides each LEA with the flexibility to establish a unique plan to meet the needs in their community.
- **The flexibilities addressed in the following slides assume connection to the CNA.**

See ESSA 1114(b)(6)

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Examples of Academic Supports

- Access to art, music, science, or language courses as part of a well-rounded education

- Co-teaching models

- Language development supports for multilingual learners, including dual language programs

- Technology-enhanced instruction and access

- Enriched and accelerated curriculum (e.g., AP, IB programs)

- CTE programs

Title IA Supports a "Well-Rounded" Education

"Well-rounded education means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience." (ESSA 8201(52))

See also ESSA 1114 (b)(7)(A)(ii)–Provide strategies for a well-rounded education in Schoolwide plans.

Title IA Can Also Fund Non-Academic Supports

Title IA can fund non-academic activities that promote academic achievement, in Title IA-funded schools:

- Mentoring programs
- Behavioral supports
- Mental health and school counseling
- Social-emotional learning
- Culturally responsive family engagement and two-way communication
- Safe, supportive, and inclusive learning environments
- For students experiencing homelessness, services not ordinarily provided to other students

See ESSA 1114(b)(7(iii)(I) & (III); 1115(b)(2)

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Supplement-Not-Supplant Under Title IA is Defined Differently

- LEA must show that its methodology to allocate state and local funds to schools results in each Title IA school receiving all the state and local funds it would otherwise receive if it were not receiving Title IA funds.
- **"No LEA shall be required to identify that an individual cost or service supported under [Title IA] is supplemental."**

Supplement Not Supplant Under Title IA of ESEA, as Amended by ESSA

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Flexibility in How LEAs Rank and Allocate to Schools

Ranking and Allocation Chart: Basis for Allocation

- The LEA can choose the method it will use to rank its schools:
  - Low-income criteria; or
  - Count date from the prior school year.
- The LEA can provide a small allocation to all eligible schools to take advantage of Title IA SWP flexibilities at more schools, or to serve more schools through optional LEA set-asides.

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Title IA Optional Set-asides

The LEA can set-aside funds that can be used

- In any school for:
  - Early learning
  - Supports to students experiencing homelessness
  - Extended day and year programs operated by the LEA
- In Title IA-served schools only for:
  - Professional learning
  - Family engagement
- At the LEA level for:
  - Program administration

Implement Title IA Schoolwide Programs (SWP)

All children are eligible

Flexibility

- SWPs can **blend/consolidate *some*** funding sources, allowing schools to integrate services across programs to create a coordinated, whole-school approach
- Funds are expended according to the Schoolwide Plan, which is designed to address the needs from the CNA and do not have to follow specific students or activities.
- **Plans must focus supports around the needs of students most at risk of failing.**

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Funds that Can Be Consolidated as Part of a SWP

- Title I, Part A
- Basic Ed
- Learning Assistance Program (LAP)
  - **Who is consolidating LAP?**
- School Improvement (Comprehensive and Targeted Supports)
- Title I, Part C*
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- IDEA, Part B*
- IDEA, Part B Coordinated Early Intervening Services (CEIS)*
- Title V, Part B, Rural Education Initiative (SRSA or RLIS funding)

In essence, any funding source ED oversees can be combined. See the Title IA Fiscal Handbook pg. 22 for more information.

Funds that cannot be consolidated:
- *Head Start*
- *ECEAP*
- *TBIP*
- *State Special Education*
- *HiCap*

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Implement a SWP

"When a school consolidates funds in a SWP, those funds lose their individual identity, and the school may use the funds to support any activity of the SWP without regard to which program contributed the specific funds used for a particular activity."

ESSA Schoolwide Guidance September 2016 (PDF)

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Blending/ Consolidating Funds in a SWP

A school that consolidates federal funds in its SWP is not required to meet most of the statutory and regulatory requirements of the specific federal programs included in the consolidation. Although fiscal requirements still apply (Time & Effort).

However, the school must ensure that it meets the intent and purposes of the federal programs included in the consolidation so that the needs of the intended beneficiaries are met. *(See E-8 through E-10.) [Section 1114(a)(3); 34 CFR 200.29(a)(b)(d)]*

The school must be able to demonstrate that its SWP contains sufficient resources and activities to reasonably address the intent of the included programs, particularly as they relate to the lowest-performing students. *[Section 1114(a)(3)(C); 34 CFR 200.29(a)(b)]*

SUPPORTING SCHOOL REFORM BY LEVERAGING FEDERAL FUNDS IN A SWP and FEDERAL REGISTER: Under *SWPs in General*

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Becoming a Title IA SWP

Schools with 40% low-income or above can become a Title IA SWP by:

- Conducting a comprehensive needs assessment and developing a schoolwide plan. An initial year of planning is recommended but not required.

- Indicating Schoolwide as the program model on the Ranking and Allocating form in the LEA's Consolidated Grant Application.

Title IA-eligible schools with less than 40% low-income that are not already operating a SWP can be approved to implement a SWP by submitting a waiver.

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Seeking Feedback on:
Consolidating Funds in a Title IA SWP

Requirement:
Each state must modify or eliminate state fiscal and accounting barriers so that schools can easily consolidate funds from other federal, state, and local sources in their SWPs to improve educational opportunities and reduce unnecessary fiscal and accounting requirements.

What barriers or difficulties do you see with consolidating funds in a SWP?

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Seeking Feedback on:
Consolidating Admin Funds in LEAs
ESSA 8203

- With state approval, an LEA may consolidate a portion of ESEA funds for program administration at the LEA and school levels. The LEA may also contribute state or local funds without violating any supplement, not supplant requirement.
- State must establish procedures for responding to requests from LEAs to consolidate administrative funds and establish limits.
- LEAs are not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

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Transferability

LEAs can transfer all or a portion of Title II, Part A and/or Title IV, Part A funds into Title IA or any other program in the Consolidated Grant Application during the application process or during a subsequent budget amendment. Carryover funds can also be transferred.

[Transferability EGMS Guidance](#)

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Transferability (cont.)

Why transfer?

- You want to align federal resources to Title IA goals under a SWP model.

- Potentially fewer forms to complete in EGMS.

Key Reminders:

- Once transferred, funds become Title IA funds—they must follow all Title IA rules, including school eligibility as well as ranking and allocating requirements.

- Title IA has a cap on carryover of 15% except for once every three years with a waiver.

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Feedback On:

Newly implementing or re-introducing these flexibilities to the LEAs in the state.

- Creation of this guidance?

- Implementing any of the flexibilities?

- Trainings, workshops, etc., needed?

- Communications?

- Other?

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Modifying the LAP Report

Today's Agenda

01	Why are we changing the report?
02	What is required for reporting and monitoring?
03	What are the changes and when will they happen?
04	What suggestions do you have for us?

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Why are we changing the report?

✓ Align data collection to the Washington Integrated Student Supports Protocol due to **SHB 1208**.

✓ Enhance data quality and usefulness in developing case studies, examples in trainings, etc.

✓ Streamline reporting process and reduce burden on schools and LEAs as much as possible.

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What are schools and LEAs required to report to OSPI?

- Information on participating students
  - Entrance and exit performance of participating students
  - Academic growth gained by participating students
  - Number of participating students who gained at least one year of academic growth
  - Number of students receiving support from community partners and the types of supports they receive
- Specific practices, activities, and programs used by each LAP-funded school building
- Percentage of funds used for community partnerships

(**RCW 28A.165.100**, **SHB 1208**)

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What is OSPI required to report to the legislature?

- Annual and longitudinal **gains for the specific practices, activities, and programs** used by LEAs and schools to show which are the most effective
- Summary of **innovations used** by LEAs to reduce barriers to academic achievement for participating students

(**RCW 28A.165.100**, **RCW 28A.300.130**, **SHB 1208**)

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What is OSPI required to monitor?

- OSPI must use data reported in the annual LAP Report, at least every four year, to:
  - Ensure LEAs meet the requirements outlined in LAP laws.
  - Evaluate the effectiveness of a school district's allocation and expenditure of resources.
  - Monitor school district fidelity in implementing best practices using the framework of the Washington Integrated Student Supports Protocol.

(**RCW 28A.165.065**, **SHB 1208**)

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What are the specific changes?

LAP Report Draft

Note: text in yellow indicates a revision on existing tabs that will be kept from original LAP Report in EDS.

| Home | Participation and Outcomes | Implementation Activities | Plan for Next Year |

Learning Assistance Program
Deadline for submitting data is October 1

School Year:

The Learning Assistance Program (LAP) is designed to provide supplemental instruction and services to TK-12 students who are not yet meeting academic standards. The legislature defines students who are not yet meeting academic standards as "*students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools*" (RCW 28A.165.015). Basic skill areas include reading, writing, math, or readiness with basic skill areas.

At the secondary level, LAP may also be used to support students in grades 8-9 who may need supplemental instruction and services to transition successfully to high school, and students in grades 9-12 who may need supplemental instruction and services to meet state and local graduation requirements.

In accordance with RCW 28A.165.100, LEAs are required to report to OSPI (1) the amount of academic growth gained by students participating in the LAP, as well as their entrance and exit assessment information, (2) practices, activities, and programs that were used to support participating students to demonstrate which are the most effective, and (3) innovations (changes) made through the use of the Washington Integrated Student Supports Protocol.

For additional information about LAP, or instructions on how to complete this report, please refer to the LAP webpage and LAP user guide.

LAP CEDARS Changes (2025-2028)

Tracked Changes to CEDARS
Text in red = removal; text in teal = update

Changes to Elements
Students must be enrolled and submitted to CEDARS in the reporting school year with all required data submitted to –

  a. District Student File (B)
  b. School Student File (C)
  c. Ethnicity File (L)
  d. Race File (M)
  e. Attributes and Programs File (I)
      i. Element I06 – Attribute or Program Code submitted with a valid value that identifies the Learning Assistance program service provided to the student
          1. 37 – LAP English Language Arts > Literacy Support
          2. 6 – LAP Math Support
          3. 7 – LAP Academic Readiness
          4. 38 – LAP Behavior
          5. 11 – Extended Learning Opportunities (Graduation Assistance) Graduation Support
          6. 73 – Community Partnerships
          # - Transition and Readiness Support
      ii. Element I07 – Start Date, identifying when students' program participation began
      iii. Element I08 – Exit Date, identifying when the student exited the program, if exit occurred during the reporting school year
      iv. Element I09 – Exit Reason code 1. The exit reason code identifying why the student exited the program is required.
  b. Student Growth File (Q)
      i. Element Q06 – Program Code submitted with a valid value that identifies the Learning Assistance program service provided to the student for which assessment and growth data is normally collected
          1. 37 – LAP English Language Arts > LAP Literacy Support

Summary of changes

EDS Changes

- **Reduce sections to three:** participation and outcomes, implementation activities, and plan for next year*
  - *Removing fund distribution, professional learning, family engagement, summer school, and individual student data displays*
- **Remove school-level structure** of the report; display information at LEA level, with school level tables for self-assessments and acceptance of funds
- **Add collection of school-level protocol self-assessment** (p. 22 and 27 of guidance) **and questions on innovations** (changes) LEA made to promote student wellbeing and growth/reduce barriers to achievement
- **Collect percentage of funds** (base and high poverty) used for community partnerships

CEDARS Changes

- **Condense program codes** (i.e., removing behavior code to reduce redundancy since the information reflects math/literacy assessment and growth)
- **Condense support elements** (i.e., tutoring during the school day and extended learning time > supports provided), allow for multiple supports
- **Collect supports at the student level for all codes**, including graduation assistance and community partnerships
  - *Academic growth will not be required for graduation assistance and transition and readiness*
- **Adjust lists of assessments** (typical maintenance)

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*plan for next year includes acceptance of funds and assurances for upcoming year; assurance language will be updated–we are not collecting plan templates.

When will these changes ideally occur?

2025–26

Add **Implementation Activities** in EDS.

Remove Fund Distribution, Academic Growth and Progress Monitoring, Professional Learning, Family Engagement in EDS.

2027–28

Add **Participation and Outcomes** in EDS.

Remove Student Lists, Graduation Assistance, Community Partnerships, Summer School in EDS.

Adjust list of identification and progress monitoring assessments in CEDARS.

2026–27

Adjust Fund Allocation to **Plan for Next Year** in EDS.

Adjust program service codes, elements, and valid values in CEDARS.

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Group discussion

What questions and/or suggestions rise to the surface for you?

What support would be helpful as these changes are implemented?

Equitable Access to Qualified and Effective Teachers

New process for monitoring this item beginning 2025–26

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Title IA Requirement to Address Equitable Access Based on Teacher Qualifications

- LEAs are required to identify and address any disparities that result in **low-income** and **minority** students being taught at higher rates than other students by **ineffective**, **out-of-field**, and **inexperienced** teachers in Title IA schools.

See ESSA 1112(b)(2)

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Monitoring Process 2025–26

- As part of the Title IA Program Review, LEAs will be notified if they have disproportionality and asked to upload a plan to address the disproportionality.
    - OSPI will provide a template that includes the necessary information.

Data is currently posted on report card:

Report Card - Washington State Report Card

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Next Meeting
(Tentative)

Friday, November 14, 2025

Puget Sound Skills Center

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