

# **LEARNING ASSISTANCE PROGRAM (LAP) FREQUENTLY ASKED QUESTIONS (FAQ)**

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# HOW TO USE THIS DOCUMENT AND GET SUPPORT

This document provides the most frequently asked questions related to LAP implementation, reporting, and funding. If, after reviewing this document, your question remains unanswered, please contact LAP directly at [Lap@k12.wa.us](mailto:Lap@k12.wa.us) or **360-725-6100**.

## Stay informed on LAP:

- Sign up for our [statewide network meetings](#) and other professional learning opportunities.
- Sign up for our [program newsletters](#).
- Visit our [program webpage](#) for guidance and resources.

## PROGRAM DESIGN AND IMPLEMENTATION

### A. Data-Based Decision Making

**A1. How is data utilized in the development and implementation of supplemental instruction and services funded through LAP?** Data is an essential component of LAP; it is called out specifically in the program intent and purpose (RCW [28A.165.005](#)) as well as the Washington Integrated Student Supports Protocol (RCW [28A.300.139](#)), the required approach for budgeting and expending LAP base and high poverty allocations starting September 1, 2025 (RCW [28A.165.037](#)). The use of data should support LEAs and schools in developing and delivering the most effective and efficient supplemental instruction and services for participating students. Data is typically utilized in the following ways for LAP:

- Identifying systems-level strengths and needs through a [single, coordinated comprehensive needs assessment process](#) to inform strategic planning and resource allocation. The depth of this assessment varies based on an LEA's progress toward their identified goals (see A3 in this section, [Data-Based Decision Making](#)).
- Identifying individual students who may benefit from LAP supplemental instruction and services throughout the school year (see A2 in this section, [Data-Based Decision Making](#)).
- Monitoring individual student response to LAP supplemental instruction and services throughout the school year to make data-informed adjustments for optimal growth (continuing, intensifying, fading, or exiting services).
- Monitoring program implementation and impact throughout the year to make data-informed adjustments for optimal program efficacy.

**A2. How should students be identified for LAP supplemental instruction and services?** 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.

LEAs and schools should use a consistent data-based decision-making process to identify students who meet the criteria above. During this process, school teams should review multiple sources of data to identify students' strengths and needs, determine root causes of their identified needs, and select supplemental instruction and services that will address the root cause(s) of their identified needs. It is important for this process to be documented, as suggested in Step 4 of the [Washington Integrated Student Supports Protocol Guidance](#), to ensure consistency.

Multiple sources of data may include: attendance and behavior; perception surveys from students, families, and staff; statewide student assessments; teacher observation; universal screening data; and any other data that may be helpful during the identification and planning process.

Students who are identified and provided supplemental instruction and services funded through LAP are considered **participating students** for the purpose of LAP tracking and reporting.

### **A3. Can students with IEPs participate in LAP supplemental instruction and services? Yes.**

Students with IEPs are eligible for LAP supplemental instruction and services on the same basis as all other students. Their special education eligibility status neither excludes them from consideration nor guarantees eligibility. Schools should use their agreed-upon data-based decision making process to determine which students, including those with IEPs, may need supplemental instruction and services funded through LAP.

It is ultimately up to the IEP team to determine where, how, and by whom specially designed instruction (SDI) and related services will be provided to serve the student in their least restrictive environment (LRE). The first consideration for all students with IEPs is to provide services in the general education setting. The team may also decide to provide SDI in a LAP-funded intervention to students who meet the eligibility criteria. LAP-funded interventions should match the identified needs of LAP-served students; they can be delivered through a push-in or pull-out model and in a small group or individually, to meet the student's identified needs as informed through data and outlined in their IEP.

Students with an IEP can also qualify for LAP-funded interventions that are not part of their IEP. For example, if a student has an IEP that addresses reading, but they are struggling in mathematics, they may receive LAP-funded intervention support in mathematics.

Below are applicable WACs, but in summary, other teachers, such as Title- or LAP-funded teachers, could assist in the provision of SDI or related services. However, a special education certificated staff person must design and supervise the SDI/related services and monitor the student's progress. Please note that "supervise", does not necessarily require line of sight supervision.

**WAC [392-172A-02090](#) Personnel qualifications.**(1)(i) Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and

paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American sign language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

**WAC 392-172A-02050 Least restrictive environment.** Subject to the exceptions for students in adult correctional facilities, school districts shall ensure that the provision of services to each student eligible for special education services, including preschool students and students in public or private institutions or other care facilities, shall be provided: (1) To the maximum extent appropriate in the general education environment with students who are nondisabled; and (2) Special classes, separate schooling, or other removal of students eligible for special education services from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Students with IEPs who participate in LAP supplemental instruction and services should be reported in the annual LAP Report in EDS.

**A4. How often should a comprehensive strengths and needs assessment process occur?** The depth of the process, that occurs annually, depends on an LEA and school's progress toward their identified priorities for supporting student well-being and growth. For example, if an LEA or school is making expected progress toward their identified goals, an end-of-year evaluation (or focused review based on monitoring implementation and impact) may be more appropriate than another intensive needs assessment process. While LEAs and schools assess and monitor individual student well-being and growth on an on-going basis, they should engage in an intensive assessment of their strengths and needs at least once every three-to-five years. More information and resources are available in Step 1 in the [Washington Integrated Student Supports Protocol Guidance](#).

**A5. What assessments should LEAs use to identify students and monitor their progress?** LEAs are not required to use specific assessments for LAP. LEAs should use assessments that are consistent with their supplemental instruction and services to ensure LAP is effective. These assessments, paired with other data, should help LEAs accurately and consistently identify student needs, monitor progress, and report months of growth at the end of the school year. The National Center on Intensive Intervention (NCII) publishes [tool charts](#) to support LEA selection of academic and nonacademic assessment tools.

## B. Program Activities

**B1. What resources are available to schools and LEAs as they use the Washington Integrated Student Supports Protocol?** LEAs and schools may use the following optional resources developed by OSPI to support their implementation of RCW [28A.165.037](#), which requires the use of the Washington Integrated Student Supports Protocol (RCW [28A.300.139](#)).

- [Essential Practices](#)

- [Implementation Guidance](#)
- [Implementation Template \(School\)](#)
- [Implementation Template \(LEA\)](#)

**B2. What activities, implemented through the Washington Integrated Student Supports Protocol, are aligned with the intent and purpose of LAP?** Starting in September 2025, school boards of directors must budget and expend the appropriations of LAP, under RCW [28A.165.005](#) through [28A.165.065](#), using the Washington Integrated Student Supports Protocol, established under RCW [28A.300.139](#). Planning and implementation of LAP supplemental instruction and services must therefore be aligned with the protocol established in RCW [28A.300.139](#). Guidance and resources are available to support implementation (see B1 in this section, [Program Activities](#)).

The purpose of LAP is 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 (RCW [28A.165.005](#)). The most effective and efficient supplemental instruction and services are matched to need, evidence-based, aligned across learning environments, and implemented with fidelity. Depending on the identified needs of participating students, these supplemental instruction and services may include academic, nonacademic, or a combination of academic and nonacademic support.

Below are examples of activities that are aligned with the intent and purpose of LAP and the Washington Integrated Student Supports Protocol (RCW [28A.300.139](#)):

	Example activities	Important considerations
<b>Program staff and contractors</b>	<p><b>Program management:</b> Hiring staff to manage the planning and implementation of supplemental instruction and services for participating students.</p> <p><b>Program staff and community partners:</b> Hiring staff and out-of-school organizations with necessary training to provide direct, supplemental instruction and services to participating students.</p> <p><b>Consultants and coaches:</b> Hiring staff and out-of-school organizations with necessary training to provide professional learning (training and coaching) on the effective planning, implementation, and monitoring of supplemental instruction and services</p>	<p>All LAP funds should be expended for the purposes of RCW <a href="#">28A.165.005</a> through <a href="#">28A.165.065</a>. Thus, LAP funds should approximate the amount of FTE staff spend supporting LAP (supplemental instruction and services for participating students).</p> <ul style="list-style-type: none"> <li>• Up to 15% of LAP base and up to 15% of LAP high poverty funds per eligible school may be used for out-of-school organizations to provide direct, supplemental instruction and services to participating students (RCW <a href="#">28A.165.037</a>)</li> </ul>

	<p>through the Washington Integrated Student Supports Protocol.</p> <p><b>Additional time for planning and professional learning:</b> Paying for additional time to learn about and utilize the Washington Integrated Student Supports Protocol to plan and implement supplemental instruction and services in a coordinated and integrated manner for participating students.</p>	<ul style="list-style-type: none"> <li>• Agreements with out-of-school organizations must include: (RCW <a href="#">28A.165.037</a>)             <ul style="list-style-type: none"> <li>(a) Specify that learning assistance program funds may be used only to provide direct supports and services to students;</li> <li>(b) Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and services align to the needs of the students as identified in the student-level needs assessment required by RCW <a href="#">28A.300.139</a>; and</li> <li>(c) Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards.</li> </ul> </li> </ul>
<b>Program materials and tools</b>	<p><b>Program materials:</b> Purchasing evidence-based intervention programs and associated materials to provide supplemental instruction and services to participating students.</p> <p><b>Measurement tools:</b> Purchasing measurement tools, such as diagnostic and progress monitoring assessments, that are necessary for staff to understand the needs of participating students and monitor their response to supplemental instruction and services.</p>	<p>LAP is designed to provide the most effective and efficient supplemental instruction and services to participating students (RCW <a href="#">28A.165.005</a>), so LEAs should prioritize intervention programs, materials, and tools with the strongest level of evidence for students with similar needs / demographics whenever possible (see the LAP Guide on the LAP webpage).</p> <p>It is important to remember technology is a tool, not an</p>

	<p><b>Technology:</b> Purchasing technology necessary to deliver supplemental instruction and services to participating students, such as the software or platform for online credit retrieval courses.</p>	<p>intervention in and of itself. Technology alone cannot replace effective teaching or intervention activities.</p>
<p><b>Ensuring conditions for program success</b></p>	<p><b>Family engagement:</b> Funding targeted and/or intensive engagement with families of participating students, such as family training or workshops, home visits, and a family resource center, to support alignment across learning environments.</p> <p><b>Professional learning:</b> Funding ongoing, job-embedded professional learning (training and coaching) on planning, implementing, and monitoring supplemental instruction and services through the Washington Integrated Student Supports Protocol.</p> <p><b>Transportation:</b> When no other funding is available, LAP can support transportation for students who receive supplemental instruction and services beyond the regular school day, or families of participating students who need access to targeted and/or intensive family engagement activities.</p> <p><b>Food:</b> When no other funding is available, food can be purchased for snacks utilized during supplemental instruction and services for participating students and/or targeted/intensive family engagement activities.</p>	<p>Aligned with the intent of the program, LAP can support the removal of academic as well as nonacademic barriers for participating students. However, there may be more appropriate funds available for these activities, especially transportation and food, that should be utilized first. LAP should be utilized as a last resort for transportation and food.</p>

**B3. What questions are important for schools to consider as they expend LAP funds, in alignment with their plan and budget, throughout the school year?**

- **Data-Informed:** What specific needs of participating students – identified through our needs assessment process and outlined in our plan as part of the Washington Integrated



Student Supports Protocol – does the activity or tool address?

- **Supplemental:** How does the activity or tool support the implementation of supplemental instruction and services for participating students?
- **Effective and Efficient:** What evidence, or research, is available to support the use of the activity or tool for students with similar needs? Are there other alternatives with stronger evidence that might be a better fit?

If the school team is unsure how to answer one of these questions, more information should be gathered to ensure the expenditure aligns with (1) the intent and purpose of LAP, and (2) their plan developed through the Washington Integrated Student Supports Protocol.

LEAs and schools may also consider using the [Hexagon Tool](#) for an even more comprehensive selection process of evidence-based activities and tools.

**B4. Do LAP instruction and services need to be supplemental to universal (core) instruction?**

**Yes.** LAP instruction and services must be supplemental to universal instruction (instruction all students receive). Within [Multi-Tiered System of Supports \(MTSS\)](#), LAP supplemental instruction and services are typically 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 instruction and services are most effective when they are matched to need, evidence-based, aligned across settings, and implemented with fidelity.

The setting where LAP supplemental instruction and services take place is flexible and depends upon the needs of the student and capacity of the system. Schools should carefully plan the logistical details of supplemental instruction and services, in collaboration with internal and external partners, to ensure it is designed to meet the needs of participating students as effectively and efficiently as possible. The optional [School Implementation Template](#) for Washington Integrated Student Supports Protocol may support this planning process through the example supports matrix in Step 3.

**B5. Are LEAs required to use their LAP funds for partnerships with community, or other, out-of-school organizations? No.**

When implemented as designed, the Washington Integrated Student Supports Protocol will provide actionable information that allows schools and LEAs to leverage all necessary existing resources, including those in their communities, to address the academic and nonacademic needs of students in an integrated and coordinated manner. During the implementation of the protocol, schools and LEAs **may** determine a partnership with an out-of-school-organization is needed to address participating students' needs. In these circumstances schools and LEAs may use up to 15% of total districtwide base funds and 15% of high poverty funds per eligible school to provide direct, supplemental instruction and services to participating students. LAP-funded Agreements between LEA and community partners **must** include the following components:

- (a) Specify that learning assistance program funds may be used only to provide direct supports and services to students;
- (b) Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and

services align to the needs of the students as identified in the student-level needs assessment required by RCW [28A.300.139](#); and

- (c) Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards. (RCW [28A.165.037](#))

**B6. Is LAP required to support an LEAs' Transition to Kindergarten program? Maybe.** If an LEA implemented a TK program in the prior year, a portion of their LAP base and/or LAP high poverty funds must be set aside to support the TK program in the current school year. This TK set-aside is calculated and included with LAP allocation estimates in the annual LAP Budget Calculator on the [Budget Preparations webpage](#). LEAs should track these funds separately using a budget subcode, such as 55-09, and report data on participating students, activities, and expenditures in the annual LAP Report in EDS (see A5 in [Program Reporting](#) for more information).

## PROGRAM REPORTING

### A.Reporting Process

**A1. Which data are LEAs required to report for LAP?** LEAs and schools that received LAP allocations (base and high poverty) are required to submit data on the development and implementation of LAP supplemental instruction and services. This data includes information on participating students, implementation activities, and expenditures. Specific data elements are outlined in the LAP Guide on the [LAP webpage](#) and the LAP Report User Guide on the [User Guides webpage](#).

**A2. How do LEAs report LAP data to OSPI?** OSPI collects data on LAP through CEDARS and EDS. Schools and LEAs enter student-level data into their Student Information System (SIS) and then make submissions to CEDARS. This information then populates into the LAP Report in EDS under the appropriate tab based on the specific program code that is used for LAP (e.g., students coded for math appear under the Student Lists tab, and students coded for graduation assistance appear under the Graduation Assistance tab). Once student data populates into the LAP Report in EDS, schools and LEAs can complete the remaining school-level and LEA-level tabs. For step-by-step instructions, please review the LAP Report User Guide on the [User Guides webpage](#).

**A3. Where do LEAs enter LAP data for participating students in their SIS?** Each LEA has a different SIS. LEAs should reach out to their specific vendor support team to locate where this takes place in their SIS (e.g., Skyward, PowerSchool, etc.).

**A4. Do all program codes require student growth data? No.** Only specific program codes, included in the yellow column on the right below, require months of growth reporting:

Student Attributes and Programs File (I), Element I06		Student Growth File (Q), Element Q06	
37	LAP ELA	37	LAP ELA
6	LAP Math	6	LAP Math

<b>7</b>	LAP Academic Readiness	<b>7</b>	LAP Academic Readiness
<b>38</b>	LAP Behavior	<b>38</b>	LAP Behavior
<b>11</b>	Graduation Assistance, Grade 8-9 Transitions		
<b>73</b>	Community Partnerships		

For CEDARS reporting, graduation assistance (9-12) / grade 8-9 transitions and community partnerships are only included in File I, Student Attributes and Programs. ELA, math, academic readiness, behavior require reporting in File Q, Student Growth as well as File I, Student Attributes and Programs. Please refer to the [user guide](#) for more information.

**A5. What data do schools report for TK students who receive LAP supplemental instruction and services?** Participating TK students should be reported annually through CEDARS and validated in the LAP Report in EDS. Typically, these students are coded for services under “Academic Readiness” (code 7) and, if the progress monitoring assessment is normed for their age group and months of growth data is available, it should be included.

OSPI’s TK guidance acknowledges that many LEAs require diagnostic, formative, and summative assessments to be administered in the early grades, primarily in reading and mathematics. While no single assessment is valid for all purposes, RCW 28A.150.315(2)(a) states that it is the intent of the Legislature that administration of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) replace the administration of other assessments being required by LEAs or that other assessments only be administered if they seek to obtain information not covered by WaKIDS.

If LEAs are using WaKIDS as recommended, it is important to know this assessment is not designed to provide months of growth information for LAP reporting. The LEA should select “no pretest/posttest” in the element that asks for amount of growth. OSPI does not suggest using other assessments unless they are normed for the age group of TK. The LEA should consult their assessment vendor, and if needed, use the same code as above (no pretest/posttest) for their LAP reporting.

Below is an example of what might be reported for participating TK students:

#### Attributes and Programs File (I)

Program	Program Start Date	Program End Date	Exit Reason
7 – Academic Readiness	9/10/2024	6/10/2025	End of School Year

#### Student Growth File (Q)

Identification Assessment	Amount of Growth	Progress Monitoring Assessment	Beginning Score	Date of Beginning Score	End Score	Date of End Score	Extended Learning Time	Tutoring	At Grade Level
49 – GOLD (WaKIDS)	26 – NA, no pretest/posttest	49 – GOLD (WaKIDS)	Null	Null	Null	Null	NE – No programs offered	O – Other	Y*

\*Y for at grade level for TK students means they are ready to fully participate in Kindergarten as a result of their transition instruction and support.

Depending on how LAP funds are used for TK, LEAs may also need to include information on their professional learning and family engagement activities within the applicable tabs. Their expenses should also be included in the LAP expenditures tab.

**A6. How do LEAs calculate months of academic growth for participating students?** The conversion method for months of growth depends on the assessment used. The following assessment vendors have provided guidance for calculating months of growth for LAP reporting:

- [DIBELS Data System: WA Months of Growth Report guidance document](#)
- [i-Ready Diagnostic Scores to meet LAP data reporting guidance](#)
- [MAP Growth results guidance](#)
- [Considerations for using Renaissance STAR Data for LAP \(Updated October 2022\)](#)

If your LEA uses a different vendor, please reach out to them for guidance on how to convert assessment scores to months of growth for the period students received services.

**A7. What should users do if the LAP Report is not showing under their list of applications in EDS?** If the LAP application is NOT appearing on the list, the user does not have access to it. EDS application access is distributed at the LEA level by the LEA Security Manager. When the user contacts their LEA Security Manager, they will ask for the 'LAP User Role.' Please refer to the [user guide](#) for more information.

**A8. My student data is missing (for an entire LEA or a specific school). Where is it?** This likely means participating students have not yet been coded for LAP in your SIS. Check to make sure they are entered in your SIS, coded for LAP, and have complete information for their specific LAP program code. More details are available on p. 7–8 of the LAP Report User Guide on the [User Guides webpage](#).

## B. Monitoring

**B1. How is LAP monitored by OSPI?** OSPI monitors the use of LAP through annual LAP reporting in EDS. Starting in school year 2025-26, OSPI is also required to monitor LEA fidelity in implementing best practices using the Washington Integrated Student Supports Protocol, established under RCW [28A.300.139](#). Adjustments to the narrative section in the LAP Report in EDS will reflect this requirement. Guidance will be provided in Fall 2025 to support LEAs and schools in completing the adjusted narrative reporting.

**B2. What documentation should LEAs keep for LAP, and how long should they keep them?** OSPI recommends LEAs review the [record retention schedule](#) from the Office of the Secretary of State and reach out to their Agency Records Officer, legal counsel, assigned Archivist with Washington State Archives, or general contact for record management with specific questions on record management: [recordsmanagement@sos.wa.gov](mailto:recordsmanagement@sos.wa.gov) or 360-586-4901.

# PROGRAM FUNDING

## A. FRPL Percentages

**A1. How does OSPI determine the FRPL percentage for LAP?** LAP allocations are dependent on a Local Education Agency's (LEA's) FRPL percentage. FRPL percentages are determined based on an LEA's Free and Reduced Price Meal Eligibility Status or Low Income data reporting in CEDARS. This data includes TK-12 students who are enrolled and eligible on the first business day of October each school year. This information is extracted from CEDARS and finalized by School Apportionment and Financial Services (SAFS) on March 31, with no corrections accepted after this date. The CEDARS business rules for the FRPL data are:

1. Student is enrolled during the first business day in October.
2. Student is reported as FRPL eligible or income level comparable to free or reduced price meal eligibility by Child Nutrition Eligibility and Education Benefit applicant or direct certification on the first business day of October (this information needs to be reported in CEDARS to be counted).
3. School is student's primary school.
4. Students are reported in CEDARS as TK, K1, K2 and grades 1-12.

Effective date of eligibility must be the date of the application was approved and entered into the district's system unless the LEA has been approved by OSPI Child Nutrition Services (CNS) to use the date of application submission.

**A2. What do I do if there are errors in our LEA's FRPL percentage for LAP?** SAFS publishes preliminary FRPL data on the [SAFS](#) and [Budget Preparations](#) webpages in February and March for LEAs to review and challenge or correct. LEAs must review, challenge, or correct this data in CEDARS by **March 31**. After this date, the data cannot be changed and will affect the upcoming year's allocations.

**A3. Do I still need to collect FRPL data if my LEA and/or school qualifies for the hold harmless provisions? Yes.** FRPL data is used for various purposes, so it is important for this collection to be as accurate as possible. LEAs and schools must conduct direct certification monthly and distribute, collect, and process the [Child Nutrition Eligibility & Education Benefit \(CNEEB\) Application](#) in accordance with USDA and OSPI requirements. For guidance, templates, and best practices on FRPL data collection, please visit the [Child Nutrition Services webpage](#).

As a reminder, while hold harmless for CEP does not have an expiration date, hold harmless for HB 1238 (Meals for Washington Students) expires in the 2025-26 school year and will not apply to allocations in the 2026-27 school year.

**A4. Does an LEA's FRPL percentage for hold harmless change when they recertify for CEP?** If an LEA remains continuously on CEP, their FRPL percentages for hold harmless will not decrease during recertification. They will maintain the FRPL percentages they had when they first went on CEP unless their current percentage is higher.

## **B. LAP Allocations**

**B1. Where can I find my estimated LAP allocations?** OSPI creates a LAP Calculator for each

school year to assist LEAs in determining their LAP allocations. You can access it on the [Budget Preparations webpage](#) under Budget and Analysis Worksheets for the specific academic year. The calculator is for LAP Directors and Business Managers. It provides information needed for the F-203 and Acceptance of Funds and Assurances in the LAP Report in EDS. It determines an LEA's LAP base allocation and high poverty school allocation under LAP.

**B2. What does my LEA need to do for the F-203 for LAP allocations?** The information will be collected on the F-203 Estimated Revenues Page and the F-203 Other Staff Factors Page. It will be displayed on the F-203 1191 SN: Special Need Programs Report for LAP.

There are two pieces of data the LEA will need:

- 1) **AAFTE for the 2024-25 school year.** This will be entered on the *F-203 Estimated Revenues Page Item Code C1*. It will be displayed on *F-203 1191 SN line I.A.*
- 2) **A sum of the 2024-25 AAFTE from the high poverty schools that the LEA wants to claim for the LAP high poverty school allocation.** Only include the FTE from the eligible schools that will be receiving a LAP high poverty school allocation. This will be entered on the *F-203 Estimated Revenues Page Item Code Z076*. It will be displayed on *F-203 1191 SN line I.A.* under the LAP high poverty section.

**B3. How does my LEA accept LAP funds and assurances each school year?** The acceptance of LAP funds and assurances occurs in the Fund Allocation section of the LAP Report in EDS. The LAP Report User Guide on the [User Guides webpage](#) provides step-by-step instructions on how to complete the tab, Acceptance of Funds and Assurances, in this section of the report. **OSPI recommends LEAs complete this tab by the beginning of September to ensure a smooth apportionment process.**

**B4. Which schools are eligible for additional LAP high poverty allocations?** A school is eligible for the LAP high poverty school allocation if it:

- 1) Has a valid CEDARS code.
- 2) Had at least 50 percent or more of its students eligible for FRPL based on the students enrolled in the prior school year (so October 1 of the prior year, for the upcoming school year). Each school's three-year average poverty percentage determines qualification for the upcoming school year.
- 3) Is funded through the prototypical school's formula and reported school-based FTE in the P223 for the prior school year.
- 4) Open Door Program and Alternative Learning Environment (ALE) FTEs are also included.

Schools not funded through the prototypical school's formula are excluded.

**B5. Where must LAP high poverty school allocation(s) be expended?** In accordance with [RCW 28A.165.055](#) the allocation(s) must be expended for the school(s) that generated the funding: "An LEA's high poverty-based allocation is generated by its qualifying school buildings and must be expended by the LEA for those buildings. This funding must supplement and not supplant the LEA's expenditures under this chapter for those school buildings."



**B6. How does an LEA demonstrate that the LAP high poverty school allocation(s) have gone to the high poverty school(s) that generated the funding?** LEAs must track LAP high poverty school allocations and expenditures for school(s) that receive a separate LAP high poverty school allocation. LEAs do this by:

- 1) Using applicable program and location accounting codes.
- 2) Ensuring the amount allocated is equal to the separate LAP high poverty school allocation as determined by funding formula.

**B7. Our LEA has a school that will be receiving a LAP high poverty school allocation, but they never previously received LAP funds. Do they have to receive LAP base allocation in the school? No.** It is not required to have LAP base allocation in the school to be able to receive the LAP high poverty school allocation. However, the LEA cannot supplant LAP base allocation in the school with the LAP high poverty school allocation.

**B8. What is the “supplement and not supplant” provision regarding LAP high poverty expenditures?** In accordance with RCW [28A.165.055](#), qualifying schools’ LAP high poverty funds must supplement and not supplant the LEA’s LAP base funds for those school buildings. The guiding principle is that the LAP base allocation(s) are distributed to school(s) based on a clear educational purpose and the LAP high poverty school allocation provide additional funds to the school. A LAP high poverty school allocation should not replace a LAP base allocation. The LAP high poverty school allocation is intended to be additional.

**B9. Does my LEA have to accept the LAP base allocation and/or the LAP high poverty school allocation?** An LEA does not have to accept LAP allocations. However, due to the way the apportionment system is set-up, an LEA must accept the LAP base allocation to accept the LAP high poverty school allocation. An LEA can opt out of the LAP high poverty school allocation.

**B10. Does my LEA have to accept the allocation for all schools eligible for additional high poverty allocations? One of our schools will only generate a small allocation and the data reporting will exceed the cost of services. No.** An LEA can opt out from receiving the additional LAP high poverty school allocation for any of its eligible schools. Rather than choosing to opt out, OSPI recommends that eligible schools consider coordinating with the LEA to explore ways of combining LAP base and other possible funding sources with the high poverty allocation.

- **On the F-203:** Only include the FTE on line I.A. for eligible schools receiving the additional high poverty school allocation. If an eligible school is being excluded, exclude the FTE from the *F-203 Estimated Revenues Page Item Code Z076*. (Displayed on *F-203 1191 SN line I.A.*)
- **In the Fund Allocation section in the LAP Report in EDS:** Select Yes or No for each school eligible for additional the LAP high poverty allocation to indicate whether the school will accept their additional LAP high poverty allocation.

**B11. If my LEA does not accept one of the LAP high poverty school allocation(s) because one school opts out, does my LEA get to use it for a different purpose? No.** LAP high poverty school allocations not allocated to the LEA are deposited in the state general fund and may not be reallocated to increase school year funding allocations for other schools in the LEA.

**B12. Two of the LAP high poverty schools on the eligibility list merged for the upcoming school year. How will their LAP high poverty school allocation be generated?** Report schools from the prior school year on the Fund Allocation section in the LAP Report in EDS. This way the funding will follow the enrollment and poverty data. It is the responsibility of the LEA to track the high poverty funds generated by the merged schools.

**B13. One of the high poverty schools on the eligibility list merged with a school that was not on the list. How will their LAP high poverty school allocation be generated?** The funds generated from the high poverty eligible school in the prior year will be spent in the school that merged. Since one school did not generate a high poverty allocation, the funds spent in the merged school will be based only on the eligible FTEs from the prior year's eligible school.

**B14. Our LEA is a new charter or tribal compact school, opening for the upcoming school year. Our poverty is the FRPL rate of the LEA where we are physically located. Are we eligible for LAP allocations?** For the LAP high poverty allocation, OSPI policy is to make new charter schools wait a year for enhancements tied to a school's poverty level. In the case of a new Tribal Compact School, if specific student FRPL data is known, contact School Apportionment to request eligibility.

For the LAP base allocation, a new school would be eligible in its first year using the FRPL rate of the LEA where the new school is physically located.

## C. Carryover

**C1. May a portion of LAP allocations be carried over to the next fiscal year? What indirect administrative rate applies? Yes.** An LEA may carry forward up to 10 percent from one year to the next for both the LAP base allocation and LAP high poverty school allocation. The funds must be used for the intent and purpose of LAP. Carryover amounts in excess of ten percent will be recovered by SAFS in January of the following school year. Recovered funds are deposited in the state general fund and may not be reallocated to increase school year funding allocations for LEAs the following year. The federal restrictive indirect rate for the school year applies. SAFS provides approved [LEA indirect cost rates](#).

**C2. What resources are available to determine carryover?** The LAP High Poverty Allocation spreadsheet helps LEAs calculate carryover at the LEA and school-level, and can be accessed on the [Apportionment Attachments page](#) under the specific academic year.

## D. Coordinating and Consolidating Funds

**D1. May LAP funds be combined with Title I, Part A funds in a schoolwide program? Yes.** LEAs may combine their LAP base or high poverty funds with Title I, Part A in a schoolwide program. When combining funds within a schoolwide program, the intent and purpose of LAP, which is to provide the most effective and efficient supplemental instruction and services to participating students, must still be met. This means LEAs must ensure students are identified for supplemental instruction and services, provided the most effective and efficient supplemental instruction and services in alignment with their needs, and report their assessment and growth information at the end of the school year as usual. The Washington Integrated Student Supports Protocol, required



for LAP regardless of Title I, Part A model, can be helpful in supporting a schoolwide approach to supports that is data-informed, strategic in the use of existing resources, and sufficiently coordinated to meet students' needs in an integrated way (see B1 under [Program Activities](#) for protocol resources).

**D2. May Title I, Part A and LAP funds still be considered as a single cost objective for reporting purposes? Yes.** Title I, Part A and LAP are considered single cost objectives because both programs have the same general intent and purposes. For additional information about single cost objectives or split funding, please refer to the Time and Effort information available in the Fiscal Handbook on the [Title I, Part A webpage](#).

**D3. Are employees funded by LAP required to complete monthly time and effort reports? Yes and no.** Please read the following carefully.

**No.** The employee is paid 100 percent out of LAP funds. However, if LAP is combined in a schoolwide program, a semi-annual certification is required.

**No.** The employee is paid partially out of LAP funds, partially out of Title I, Part A funds. Semi-annual certification still required.

**Yes.** The employee is paid partially out of LAP funds, partially out of non-Title I, Part A federal funds.

OSPI requires all LEAs to document any staff that are paid for out of funds that have been combined in a schoolwide program. See question D2 in this section, [Coordinating and Consolidating Funds](#), for more information on single cost objectives for LAP and Title I, Part A. For additional information about Time and Effort, please review [Bulletin 039-24](#).

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