

New Director Orientation

Categorical Programs
August 2025



Washington Office of Superintendent of
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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.

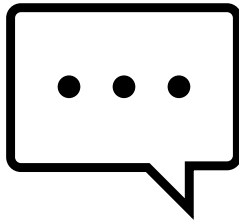
Values

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

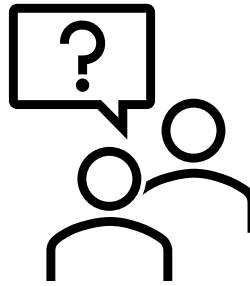


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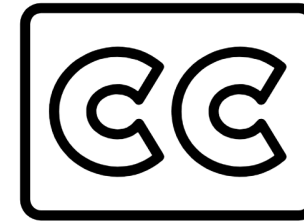
Housekeeping



Use Zoom chat feature for comments/reactions/links



Use the Zoom Q&A to ask questions.



Click the "Live Transcript" button to enable closed captioning



Slides will be emailed



Webinar recording will be emailed



Today's Orientation: *What to Expect*

Today's session is an **overview** to help you start the school year strong.

You'll get **high-level guidance** across all federal and state categorical programs.

This is not a deep dive—we'll highlight **key tasks, timelines, and tools** to get you grounded.

Each program will provide **follow-up resources and trainings** with more in-depth information.

Use today to **meet your support team** and get oriented to what's ahead.



3. EGMS & EDS basics

5. Family Engagement Modules overview and strategies

6. A space to jot down tasks

Use this space to jot down any reminders, contacts, or key actions for each program as we move through the session.

Program	Things I Need to Do / Remember
TIA	
OSSI	
TIAA	
TIC	
TIVA	
TIVB	
ES	

August 2025





















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■ Records Organizer

Records Retention Guidance for School Districts OSPI does not have the legal authority to provide retention guidance, legal advice, or compliance oversight to local governments, including school districts, under the Public Records Act or RCW 46.14. We recommend that districts consult their Agency Records Officer, Public Records Officer, or legal counsel for support. Districts may also contact Washington State Archives by email at records@archives.wa.gov or their website for assistance related to records retention or managing records.

■ Parent and Family Engagement

Effective family engagement begins with clear communication and inclusive opportunities. Here are

 Planning Tools				
This coordinated calendar was created to support LEAs with cross-program planning. It includes key timelines, reporting due dates, and program contacts. Bookmark it so it is at your fingertips for easy reference throughout the year. The Coordinated Calendar (pdf covering every 15 minutes in the Professional Learning Connections for Title I, Part I, page 14)				
 Key Start-Up Highlights				
This guide helps you stay on top of the most important actions in your first four months. Instead of specific dates, it highlights key events and milestones across programs to keep your planning focused and reduce confusion. It is 15 minutes in, so it is at your fingertips at a quick glance of when, where, and				
Program	August	September	October	November
Title IA	 Review School SDE/DOE plans	 Disseminate Family Engagement Plan, Right to Know, Complaints	 Complete Community Report	 Monitor Title IA budget and action, at a minimum monthly
LAP	 Ensure LAP plan and budget are aligned with the Washington Integrated Student Supports Protocol	 Complete LAP Report and Accreditation of Funds to RSC	 Collect input and track data for LAP services	 Submit program enrollment data to CDEMS
OSI	 Update SDE and L-CAP, emphasizing if received	 Implement SDE and L-CAP, apply for OSIS grant if eligible	 Complete and submit OSIS grant application if eligible	 Monitor Implementation of SDE and L-CAP
Title IA	 Connect with all required stakeholders	 Review PD plans and targets	 File RO aspartes and sign in sheets for program review purposes	 Adjust PD offerings as needed
Title II TSP	 Complete and submit TSP grant application	 Identify parents of TSP/TEI grant application	Offer orientation in home languages	Check language support plan
Title IVA	Review and re-evaluate or in Social Emotional Learning (SEL) plan	Plan next steps or SEL activities	Review Title IV budget and enrollment	Gather any SEL feedback from SLL and enrollment
Title IVC	Confirm SELC data access	Start RAC meetings or parent groups	Plan request for RAC activities	Submit request for enrollment data
Equitable Services	Connect with Private Schools (if not started)	Review/Initiate services for nonpublic schools	Ensure timely delivery of services	Verify implementation and document service plans and communications

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OSST-Authentic Family Engagement Modules helps schools and districts strengthen connections with families and our community. [View OSST-Authentic Family Engagement Modules Playlist](#) and [Contact Us](#) for more information. [OSST-Authentic Family and Community Engagement team to Support Our Schools](#) and [School Leaders](#)

Tips:

Learning Module Playlist

- Block 15 minutes a week to explore a module.
- Invite a colleague to complete a module with you and continue the discussion.


 **EGMS and EDS Basics**

Understanding how to navigate OSF's systems is essential to starting the year strong. To access funding, submit plans, and manage program updates, you'll use two main systems:

- Education Grant Management System (EGMS):** For submitting federal applications for the CGA.
 - [EGMS Office Intro](#): Use this link to join weekly sessions and get live answers from the CGA staff throughout the year.
 - [Accessing EGMS from a New Laptop](#): Download this page to quickly find the right program to submit when you start work on your laptop.
 - [EGMS Process and Overview](#): This page includes step-by-step instructions, user guides, and training materials for navigating EGMS. You'll find information on logging in, managing user access, creating fund applications, submitting claims, and more.
 - [Managing](#): Click up here to receive EGMS announcements and updates, including new opportunities, email lists, and important system information.
- Education Data System (EDS):** For reporting, LAF, and staff access management.
 - [Link to the Education Data System](#)
 - [EDS Data Security Management Directory](#)
 - [EDS Administration Resource](#)

Use this quick chart to understand which applications must be submitted in EGMS or EDS to secure program funds and where they are due:

Grant System	Where Program is Administered	Grant Name or Number	Required?	Opens	Due Date
Education Grant Management System (EGMS)	Most Part A, Title I, Part C, Title II, Title III, Part A, Title IV, Part A, Title V, Part D Subpart 1 & 2	Consolidated Grant Application (CGA)	Yes	August	September
EGMS	Multitiered TDP	Form Package (FP) 218	Yes	June	August 1
EGMS	School Improvement (OSIA)	Federal Base Package 910	No (must opt out)	Mid-May	End of each year
Education Data System (EDS)	Learning Assistance Program (LAP)	LAP Report (includes Acceptance of Funds)	Yes	July	September of each year
EGMS	CGA All Title Programs	Budget Amendments	No, if available	After CGA Approval	See Budget Amendment Window October 15
EGMS	CGA All Title Programs	Claims	Yes	After CGA Approval, October 15 (first claim date)	November 15 of each year

 **Your Reflections**

What are your next steps after the session?

Your Federal Programs Leads: *Here to Support You*



Annie Pennell
Learning Assistance
Program (LAP)



Penelope Mena
Title I, Part A



Liza Hartlyn
Continuous School
Improvement OSSI



Sylvia Reyna
Title I, Part C



Coleen Putaansuu
Title II, Part A



Virginia Morales
Title III | TBIP



Ellen Zito
Title IV, Part A



Ellen Hopkins
Title V, Part B and
Program Review



Sheila Gerrish
Equitable Services





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 LEAs 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.



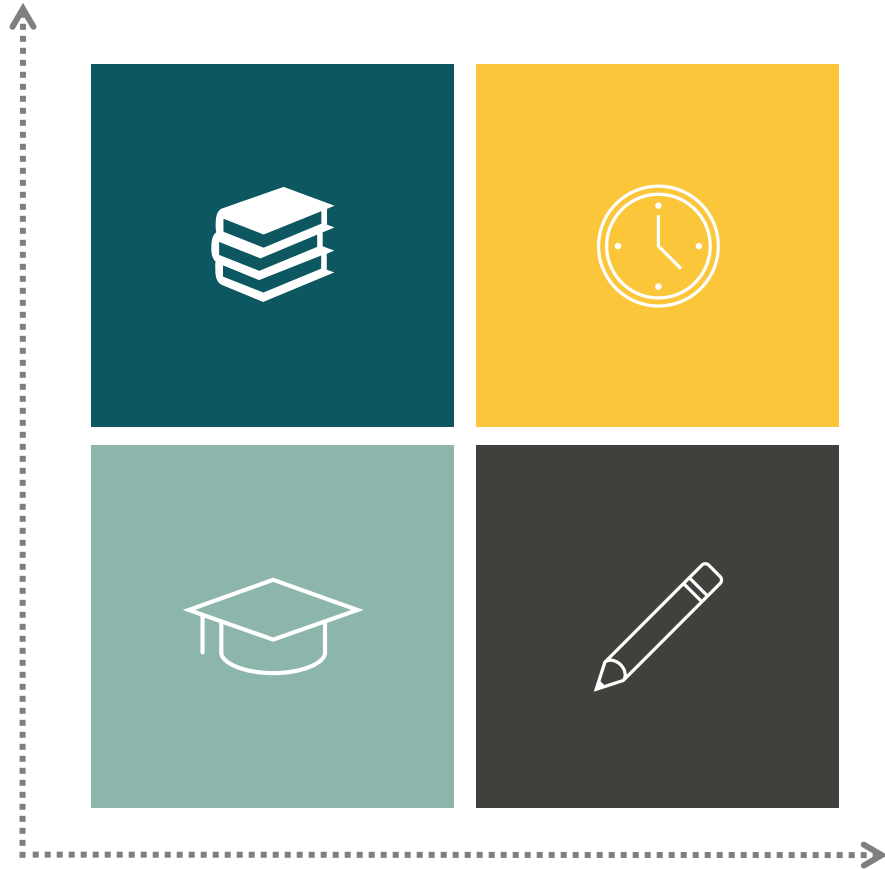
Let's Hear from You

**In one word, what's
something you're feeling
or focused on right now
as a new director?**

Add it to the Chat



Agenda



Overview “Starting-The-Year-Right”

September, October, and November Calendar

Key requirements, submissions and compliance deadlines

Program Highlights

Hear key updates and priorities directly from each program lead.

Title IA, LAP, Title IC, Title IIA, Title III/TBIP, Title IVA, REAP

Learn From Your Colleagues

Warden School District

Quincy School District

Battle Ground School District

Breakout Rooms

Meet program staff and ask additional questions



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Starting The Year Right



Good News!

- All Title programs have been awarded for SY 2025–2026

Starting Strong: *Know Your Program Purpose*

Use this as your launchpad—plan with purpose, align with needs, and start the year strong

































Learning Assistance Program (LAP)	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)
The Learning Assistance Program (LAP) is designed to provide the most effective and efficient supplemental instruction and services to students who are not yet meeting academic standards.	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.	System and School Improvement are tiered supports provided through state and federal accountability processes.	The Washington State Migrant Education Program (MEP) is federally funded to ensure high-quality education programs and supplemental support services for migratory children.	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.	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.	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.	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 Programs Supplement Basic Education



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Early Year Essentials: *Program Activities to Track*

Program	August	September	October	November
Title IA	 Review SWP/TAS plans	 Distribute Family Engagement Policies, Right-to-Know, Compacts	 Complete Comparability Report in EGMS	 Monitor at least monthly fiscal reports to track spending.
LAP	 Ensure LAP plan and budget are aligned with the Washington Integrated Student Supports Protocol	 Complete LAP Report and Acceptance of Funds in EDS	 Collect, input, and track data for LAP services	 Submit program enrollment data to CEDARS
OSSI	 Upload SIPs and L-CAPs into Basecamp if required	 Implement SIPs and L-CAPs; apply for OSSI Grant if eligible	 Complete and submit OSSI grant application if eligible	 Monitor Implementation of SIP(s) and L-CAP
Title IIA	 Consult with all required stakeholders	 Review PD plans and budgets	 File PD agendas and sign-in sheets for program review purposes	 Adjust PD offerings as needed
Title III TBIP	 Complete and submit TBIP grant application	 Notify parents of TBIP/Title III services	 Offer orientation in home languages	 Check language support plans
Title IVA	 Review well-rounded ed & Social Emotional Learning (SEL) plans	 Plan tech use support or SEL activities	 Review Title IV budget and activities	 Gather early staff feedback on SEL and enrichment
Title IC	 Confirm MSIS data access	 Start PAC meetings or parent events	 Plan migrant family night or PAC updates	 Submit migrant fall enrollment data
Equitable Services	 Consult with Private Schools (in/out of district)	 Review/initiate service plans for nonpublic schools	 Ensure timely delivery of services	 Verify implementation and document service logs and communications



Foundational Steps to Launch the Year

Review

- Review existing plans and gain additional insight from key partners
- Engage Families, Tribal Partners, Private Schools, Intervention Teachers, Business Managers, and other stakeholders

Prepare and Submit

- Submit applications and reports (such as, CGA Pre-Application & Multilingual TBIP FP 219 application in EGMS, LAP Report in EDS, etc.)

Obligate & Track

- Start spending and tracking funds (if CGA pre application is approved)
- Work with your Business Manager to monitor spending

Page 4 of the Pre-Event Toolkit- *Family Engagement "Partnerships"*

Page 5 & 6 of the Pre-Event Toolkit- *Quick Chart EGMS and EDS Grants*

Page 6 & 7 of Pre-Event Toolkit- *Obligate, Track, and Is It Allowable? Basics*



Essential Planning “Look Fors”

1. Identified Needs

What are the top needs for us to address in implementation based upon our comprehensive needs assessment process?

2. Support Matrix

What instruction and services are available to students, and by extension, their families, based upon their identified needs?

3. Partnerships

What procedures are in place to engage families? What agreements are in place for community partners to *supplement* instruction and services provided by staff?

4. Professional Learning

What ongoing professional learning and monitoring is planned to support the effective delivery of instruction and services?

5. Budget

Do our planned expenditures align with our top, identified needs and plan to address them?



Submit Consolidated Grant Application(CGA) in EGMS



One CGA application for:

Title I, Part A

Title I, Part C

Title I, Part D

Title II, Part A

Title III, Part A

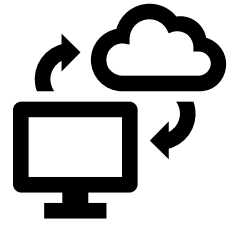
Title IV, Part A

Title V, Part B/RLIS

**REAP
eligible
LEAs have
their own
version of
the CGA**



Where to Submit?



EGMS

EDS

CGA and
Most Grants

Claims

Program
Monitoring

LAP
Reporting

CEDARS

Private
School
Participation

Your Go-To **EGMS Support & Contacts**

EGMS Office Hours

- Join a weekly AM or PM session to get real-time help from OSPI staff on EGMS access, navigation, budget changes, claims, applications, and reports.

Consolidated Grant Application Contacts

Bookmark this page to quickly find the right program contact when you need help or clarification.



September Calendar

Program	Title	Required?	Type	Due Date
All Title Programs	Consolidated Grant Application (CGA) EGMS	Yes	Federal Grant Application	September
LAP	Accept Funds and Assurances in LAP Report	Yes	EDS Grant and Report	9/1
Title IIIA	Multilingual Information Session	No	Webinar	9/4
Title I, Part C	Migrant Education Quarterly Webinars	No	Webinar	9/12
Title IC	End of Year – MSIS/Summer End Of Year EGMS	Yes	EGMS Report	9/15
Title IA/LAP	Statewide and Small LEA Network Meeting	No	Webinar	9/17
Title IIIA	Multilingual Director/Teacher Network	No	Webinar	9/18
LAP	Finalize all data in the LAP Report in EDS	Yes	EDS Report	9/30



October Calendar

Program	Title	Required?	Type	Due Date
OSSI	Grant Application FP 910	No (can opt out)	EGMS Application	October 31
Title IA	Complete and Submit Comparability Report (starts 10/1 or when CGA Approved)	Yes	EGMS Report	November
Title IIIA	Multilingual Education Information Session	No	Webinar	10/2
All Title Programs	First Claims Date for CGA	No	EGMS Claims	10/15
Title IIIA	Multilingual Director's Network Multilingual Teacher Network	No	Webinar	10/16



November Calendar

Program	Title	Required?	Type	Due Date
Title IIIA	Multilingual Education Information Session	No	Webinar	11/6
Title IC	Migrant Education Summer Planning Meeting	No	Webinar	11/7
All Title Programs	Final Claims for Prior Year Grant Expenditures	No	EGMS Claims	11/15
Title IA and LAP	Statewide and Small LEA Network Meeting	No	Webinar	11/19
Title IIIA	Multilingual Director's Network and Teacher Network	No	Webinar	11/20



Checking Your Learning **Pop Quiz**

Which system is used to submit the Consolidated Grant Application (CGA) and manage budget amendments, claims, and grant documents?

A. EDS

B. MSIS

C. EGMS

D. OSPI
Email



What You Need to Know: *Program-by-Program Essentials*



Learning Assistance Program (LAP)

LAP

PROGRAM PLANNING

LAP is designed to:

- (1) Promote the use of data** when developing programs to assist students who are not meeting academic standards; and
- (2) guide school districts in providing the most effective and efficient practices** when implementing **supplemental instruction and services** to assist **students who are not meeting academic standards** (RCW [28A.165.005](#))

1. Familiarize yourself with requirements and guidance available on the LAP webpage:
 - [LAP Guide](#)
 - [LAP FAQ](#)
 - [Washington Integrated Student Supports Protocol Guidance](#)
 - [School Implementation Template](#) (Optional)
 - [LEA Implementation Template](#) (Optional)
2. Accept LAP Funds and Assurances by **September 1** and finalize the remaining data in the LAP Report in EDS by **September 30**.
3. Ensure your LAP budget (plan) and expenditures (implementation) are aligned with the Washington Integrated Student Supports Protocol, established under RCW [28A.300.139](#), as required in RCW [28A.165.037](#).





Title I, Part A

Closing Educational Achievement Gaps

PROGRAM PLANNING

Title I, Part A 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.**

Your Title I, Part A Jumpstart

Review and Planning

- ☐ Analyze TAS protocols or SWP plans.
- ☐ Study the latest grant applications, schoolwide or improvement plans, and budgets.

Guidance and Handbooks

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

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](#) to track deadlines and plan.
- ☐ Organize files using the federal program review checklist.
- ☐ Keep current copies of SWP plans and TAS protocols.





Technical Assistance **Mark Your Calendar!**

Title I, Part A and LAP Statewide Technical Assistance

Statewide and Small LEA network meetings are now combined and held once every other month. Look for them in [pdEnroller](#).



Sessions will be recorded and shared.

**September 17, 2025, |
9:00–11:00 a.m.**

Statewide + Small LEA Network Meeting

Topic: Flexibilities with Title I, Part A, including:

- Schoolwide Program implementation (LAP combined)
- Ranking & allocation flexibilities
- Optional set-asides

Virtual Office Hours Update

We are no longer offering separate

Title I, Part A and LAP Office Hours.

LEAs should attend [EGMS Office Hours](#) for support with:

- Program implementation
- Budget & claims
- EGMS navigation
- Applications & reports

**If you prefer a
one-on-one
Zoom meeting,**
just email us at
title1a@k12.wa.us



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Title I 1003

Continuous School Improvement | OSSl

PROGRAM PLANNING

Continuous School Improvement (OSSI)

- The Washington School Improvement Framework (WSIF) identifies schools for tiered accountability and supports in Tiers 1, 2, 3, and 3 Plus
[WSIF-IDs in your district](#)
- Grant funds are available to schools with **Tier 3 Plus** WSIF-IDs to implement evidence-based interventions (EBIs) that support School Improvement Plan (SIP) goals.

[OSSI Grant Allocation List 2025-26](#)

Tips for District Directors and Staff:

Bookmark and visit:

[Continuous School Improvement Resources](#) for:

- ✓ WSIF Cycle 3 Identification & Requirements
- ✓ Submission Schedules
- ✓ Templates, Tools & Guides (CNA, SIP, L-CAP)
- ✓ OSSI Grant Guidance
- ✓ Data & Implementation Resources
- ✓ And much, much more

Important Dates:

Friday, August 29 – Required uploads due to Basecamp

- **2025-26 School Improvement Plans (SIPs)** for all schools with Tier 3 and Tier 3 Plus WSIF IDs
- **2025-26 LEA Consolidated Accountability Plan (L-CAPs)** for districts with any school identified in any WSIF support Tier

Friday, October 31 – OSSI Grant Application Deadline

- **Applications now open in EGMS - FP 910**
- **Submit Pre-Application (SAS) as soon as possible**



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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, 2025	Only if offering summer program
24-25 End of Year Reporting to MSIS	Any ELA/Math pre/post assessments as well as supplemental services reported to MSIS.	September 15th, 2025	YES

Date	Time	Event/Description	Registration	Contact
Friday, September 12, 2025 <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/83111375157?from=addon	sylvia.reyna@k12.wa.us
Thursday, October 23, 2025	2:00-3:30pm	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/83111375157?from=addon	sylvia.reyna@k12.wa.us



Title II, Part A

Improving Teacher and Principal Quality

PROGRAM INFORMATION

Title II, Part A

Improving Teacher and Principal Quality

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

Title IIA funds can provide:

- Innovative and novel strategies to **recruit** and **retain** effective teachers.
- Much needed **professional learning** to teachers, principals and para educators to support student learning and meeting state standards.
- Train all school personnel in specific areas related to safety and well-being.

[Allowable Uses of Title II, Part A Funds](#)

[Title II, Part A Year-at-a-Glance 2024-2025](#)



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Knowledge Check – *Program Match*

✗ Incorrect Answers:

A. Title I, Part A → Supports teachers' professional learning

- PD is allowable under Title I, but only when it aligns with the schoolwide/targeted plan. It's not the program's core focus.

B. LAP → Targets Tier 1 universal instruction

- LAP supports **Tier 2 and 3**, supplemental to Tier 1—not a replacement for it.

D. OSSI → Focuses on multilingual services

- OSSI supports schools identified for improvement under the **Washington School Improvement Framework (WSIF)**. Multilingual support is Title III/TBIP.

E. Title II, Part A → Funds services for migrant youth

- Title II supports educator effectiveness. Migrant services are under **Title I, Part C**, not Title II.





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	TBD/Newsletter	multilingualed@k12.wa.us
Third Thursday of the Month	9:00 am	Multilingual Director's Network	https://www.pdenroller.org/ospi/catalog/191065	
Third Thursday of the Month	3:00 pm	Multilingual Teacher Network	TBD/Newsletter	



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.

Previous Title IV, Part A Coordinator training and overview

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

Title IV, Part A Program planning guide

Title IV, Part A Application supports:

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

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
TBD	TBD	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 <i>Link Coming Soon!</i>	titleiva@k12.wa.us

Event	Starts	Description	Due Date	Required
Title IV, Part A End of Year Progress Report in EGMS	May 01, 2025	The Title IV, Part A End of year report is a required for LEAs that participated in the program during the SY24-25. 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 SY25-26 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	August 2025	Title IV, Part A forms in the CGA are FP 211, sequence #20 & 21	Must be approved to submit a claim for SY25-26 funding.	Yes. Both forms are required for participating LEAs, except for LEAs who REAP or transfer 100% of Title IVA funds.
Submit a SY24-25 Claim	SY24-25 Pre-application	Funds must be obligated by 8/31/25. Budget revision deadline 10/15/25.	Final claim due 11/15/25.	Title IV, Part A has 100% carryover for one year.





Title V, Part B
Rural Education Initiative - REAP and RLIS

PROGRAM INFORMATION






Rural Education

Rural Education Initiative (Title V, Part B)

A suite of federal programs designed to meet the unique needs of rural LEAs with limited staffing and small formula allocations. OSPI supports eligible LEAs through:

- **Small Rural Schools Achievement (SRSA)** – Awarded by ED
- **Rural and Low-Income Schools (RLIS)** – Sub-granted by the state
- **REAP Alternative Fund Use Authority** – Allows flexibility in using Title II-A and Title IV-A funds
- **Small LEA Support Team (SLST)** – Offers targeted support to LEAs with <1,000 students

Tips for LEAs Using REAP or Operating in Rural Contexts

-  **Leverage Flexibility:** Consider REAP fund use authority to support cross-program activities without managing separate fund strings.
-  **Know the Cycles:** SRSA is awarded directly by ED—timing and communication come from them, not OSPI. RLIS follows OSPI's timeline.
-  **Coordinate with Other Titles:** REAP flexibility allows use of funds as if they were from Title II-A or IV-A—coordinate planning to maximize impact.
-  **Track Use Carefully:** Document how flexibility supports student outcomes. Use clear coding and document time & effort.
-  **Stay Connected: Attend Network Meetings:** Tap into OSPI's Small LEA and Statewide meetings for timely updates and peer-to-peer support.



REAP and RLIS *Timelines*

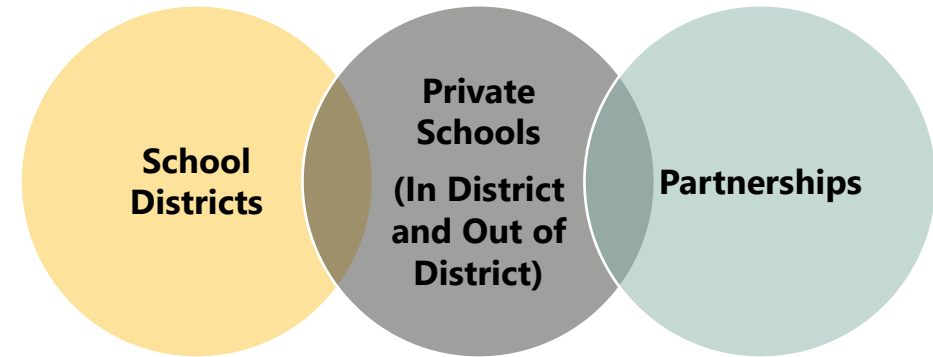
Item	Description	Due Date	Required?
Consolidated Grant Application (CGA)	<ul style="list-style-type: none">REAP - Application that allows eligible LEAs to use Title II, Part A and Title IV, Part funds in a more flexible manner.RLIS - Application to apply for direct grant funds to eligible LEAs.	September	Optional and Recommended
2024-2025 RLIS End-of-Year Report	<ul style="list-style-type: none">RLIS End-of-Year Report for LEAs that received an allocation in the 2024-2025 school year.	End of September	Yes, for Granted LEAs



Equitable Services in Federal Programs

Consulting for **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.
- Consultation is on-going throughout the year
- District monitors teachers and providers who deliver services.

Equitable Services

The Basics

What is Equitable?

- 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 and teachers, and families.

Equal Expenditures on a Per-Pupil Basis

- Expenditures must be equal to the amount of funds expended for participating public school students and teachers.

Same Start Date

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

Page 7 of the Pre-Event Toolkit
Quick Start Checklist



Myth **X** or Fact **✓** ?

Title III funds can be used to provide core English instruction to multilingual learners.

Title III is supplemental and cannot be used to fund core English language instruction. It supports activities beyond what is required under Title I and civil rights law.

Equitable services for private school students must begin at the same time as services for public school students.

To ensure equity, services to eligible private school students must be timely and comparable, starting at the same time as those provided to public school students.

Title IV, Part A funds must be split evenly across all three program areas.

LEAs have flexibility in how they allocate Title IV, Part A funds across well-rounded education, safe and healthy schools, and technology, based on local needs.





Break (5 minutes)



Real Talk from the Field: *Learn from Your Colleagues*

Real Talk from the Field: *Our Panelist*



Jill Massa

Director of Teaching and Learning



Warden School District

Warden Cougars



950

Students Enrolled
2024-25 School Year



Victoria Hodge

Director of Support Services and Programs



3,247

Students Enrolled
2024-25 School Year



Lynnell Tsugawa-Murray

Assistant Superintendent



BATTLE GROUND PUBLIC SCHOOLS

Connecting every student to a successful future



13,080

Students Enrolled
2024-25 School Year

Join a Breakout Room by LEA Size *to Ask, Share, and Connect*

Join the breakout room that best fits your LEA size to ask questions about today's tools and tips, share your own strategies, explore any lingering challenges, and connect with others in similar roles.

Small LEA <1000

- **Warden School District**
- Jill Massa

Medium LEA <5000

- **Quincy School District**
- Victoria Hodges

Large LEA >5000

- **Battle Ground School District**
- Lynnell Tsugawa-Murray

20 Minutes



Still have questions or need more support?

Drop your name, LEA, and program area—we'll make sure the right person follows up with you.



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Useful Tips!

 Bookmark key program websites and guides


- (Title IA, Title IIA, LAP, OSSI, etc.)

 Use the Coordinated Calendar


- Share deadlines and timelines with your team.

 Get familiar with improvement plans

- Review school improvement plans, program applications, and accountability data.

 Visit schools and private school partners

- Understand procedures and how services are delivered.

 Strengthen family and community engagement

- Review your LEA's family engagement policy and PFE requirements.

 Know your records and retention rules

- **Ask your Agency Records Officer, Public Records Officer, or legal counsel for support.**

 **Stay connected**

- Sign up for announcements, attend Network Meetings, and join Virtual Office Hours.

 **Ask questions early**

- Reach out to OSPI staff—don't wait until deadlines.

Reflection Time Before General Breakout Rooms: *What Stuck With You?*



Choose categorical
program of interest
for a meet-and-
greet.

Visit each program or
the just the ones you
need.



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Breakout Rooms

1. Title I, Part A
2. Title I 1003 Continuous School Improvement | OSSI
3. Title I, Part C Migrant Education
4. Title II, Part A
5. Title III Multilingual Education
6. Title IV, Part A
7. Learning Assistance Program (LAP) | Integrated Support
8. Equitable Services
9. EGMS



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