

Student Support and Academic Enrichment Title IV, Part A: 2024–25 Public Report

Program Purpose

The purpose of the Student Support and Academic Enrichment grant program (Title IV, Part A) is to improve students' academic achievement by increasing the capacity of local educational agencies (LEAs; also referred to as school districts) to:

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

Locally determined programs and activities carried out under Title IV, Part A must be coordinated with other school and community-based services and may be conducted in partnership with institutions of higher education and other entities.

Report Overview: 2024–25

Local Educational Agencies (LEAs) implementing a Title IV, Part A program are required to annually complete a state report regarding how funds were used and to the extent to which they are accomplishing annual goals. Pages 1–2 of this report provide a state-level overview of the program's purpose and a look at where districts are spending their Title IV, Part A dollars. Pages 2–4 present a high-level snapshot of how LEAs categorized activities funded by Title IV, Part A. On page 5 you can find a pie chart showcasing LEAs progress toward their goals. And finally, pages 6–22 provide narrative examples of how LEAs described successes and achievements resulting from Title IV, Part A funding.

Use of Title IV, Part A Funding: 2024-25

Content Area	Amount of Funds Spent	# of LEAs Participating
Well-Rounded Education	\$7,245,631	111
Safe & Healthy Students	\$7,566,025	97
Effective Use of Technology	\$1,372,517	81

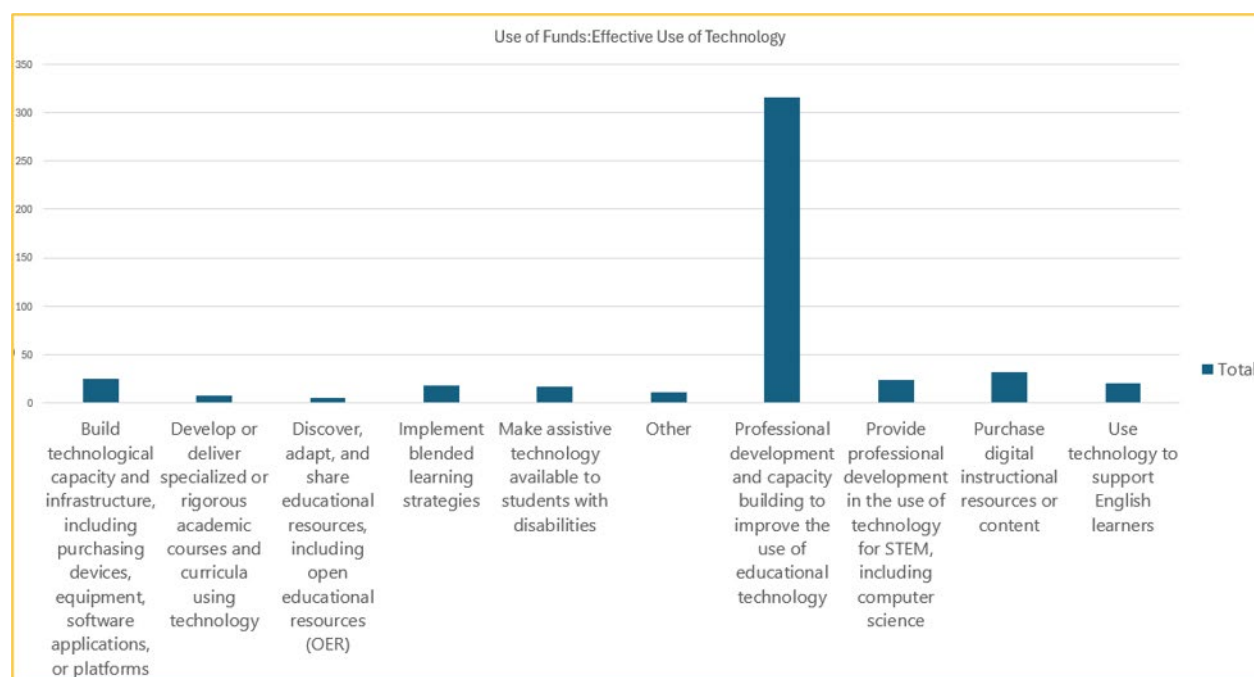


Title IV, Part A Activities by Content Area

Use of Funds: Effective Use of Technology

The graph below shows: 1) professional development and capacity building to improve the use of educational technology as the clear leading category for Effective Use of Technology funds, followed sequentially by the spending categories of 2) purchasing digital instructional resources or content, 3) building technological capacity and infrastructure, including purchasing devices, equipment, software applications, or platforms, 4) providing professional development in the use of technology for STEM, including computer science, 5) implementing blended learning strategies, 6) using technology to support English learners, 7) making assistive technology available to students with disabilities, 8) developing or delivering specialized or rigorous academic courses and curricula using technology, 9) discovering, adapting, and sharing educational resources, including open educational resources (OER), and 10) other.

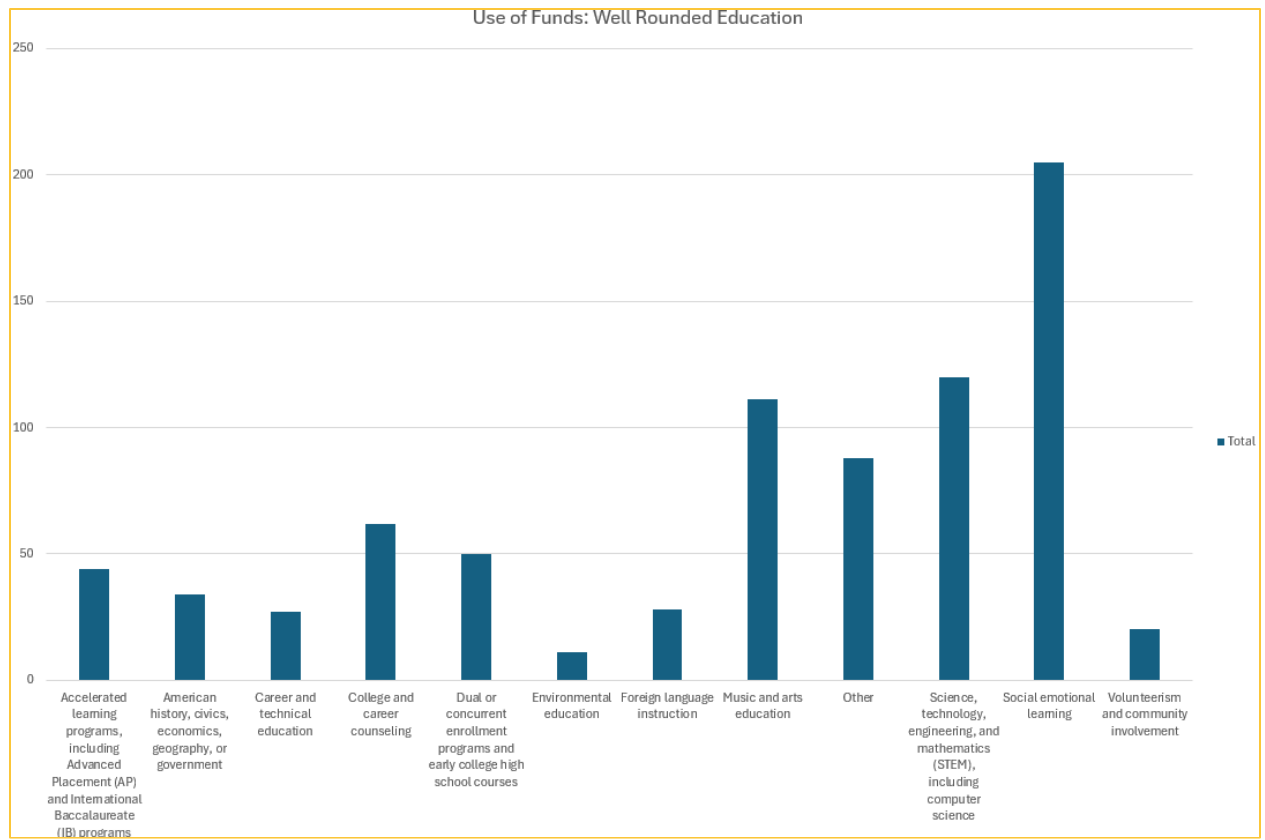
Use of Funds: Effective Use of Technology



Use of Funds: Well-Rounded Education

The graph below shows: 1) social emotional learning as the top category for spending Well-Rounded Education funds followed sequentially by the spending categories of 2) science, technology, engineering, and mathematics (STEM) including computer science, 3) music and arts education, 4) other, 5) college and career counseling, 6) dual or concurrent enrollment programs and early college high school courses, 7) accelerated learning programs including Advanced Placement (AP) and International Baccalaureate (IB) programs 8) American history, economics, geography or government 9) foreign language instruction, 10) career and technical education, 11) volunteerism and community involvement, and 12) environmental education.

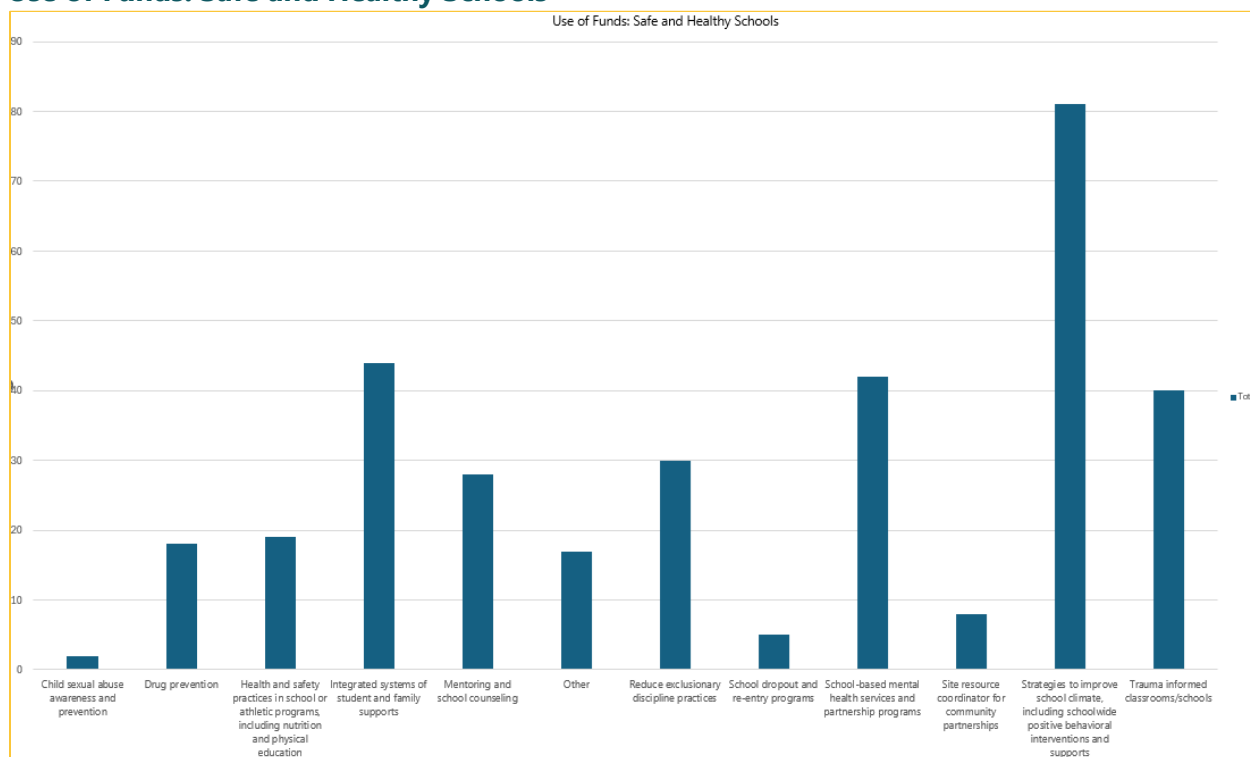
Use of Funds: Well-Rounded Education



Use of Funds: Safe and Healthy Schools

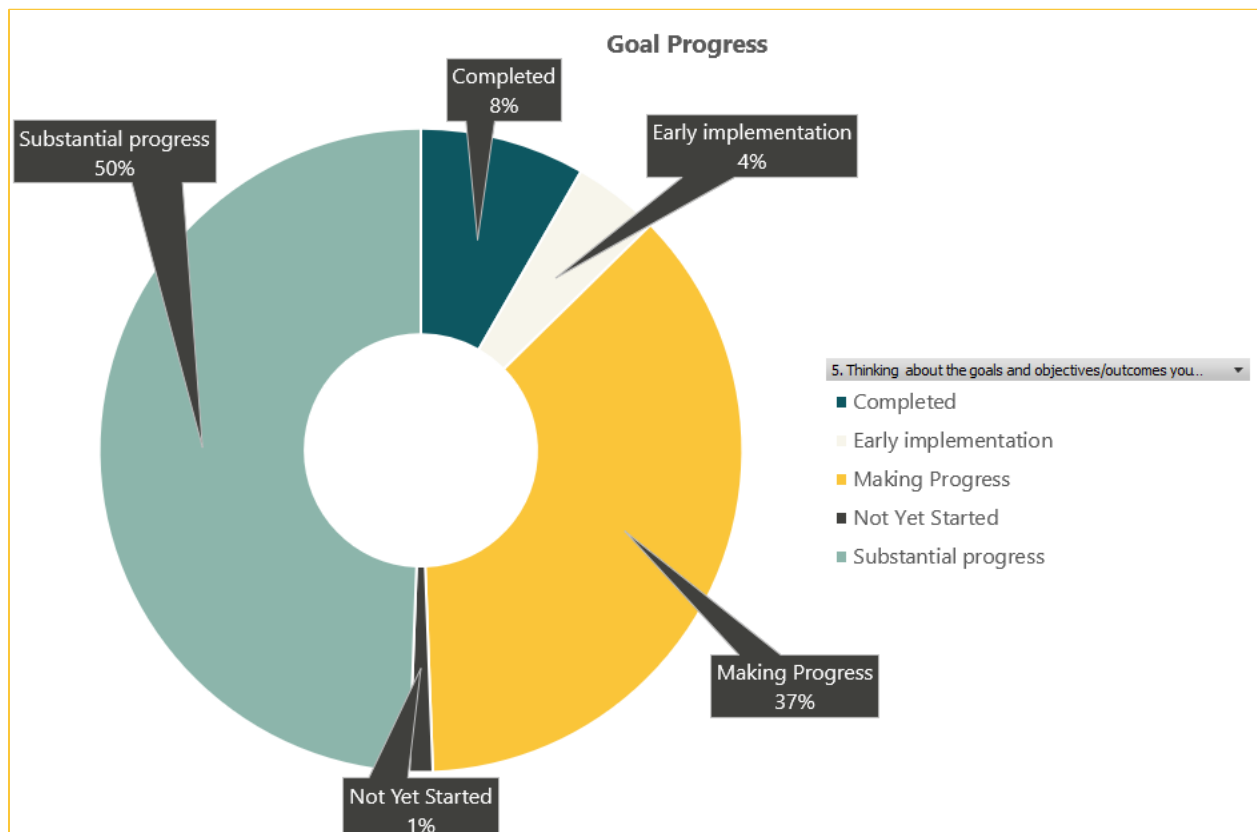
The graph below shows: 1) strategies to improve school climate, including schoolwide positive behavioral interventions and supports as the top spending category for Safe and Healthy Schools followed sequentially by the spending categories of 2) integrated systems of student and family supports, 3) school-based mental health services and partnership programs 4) trauma informed classrooms/schools, 5) reducing exclusionary discipline practices, 6) mentoring and school counseling, 7) health and safety practices in schools or athletic programs including nutrition and physical education 8) drug prevention, 9) other, 10) site resource coordinator for community partnerships, 11) school dropout and reentry programs, and 12) child sexual abuse and prevention.

Use of Funds: Safe and Healthy Schools



Progress Reporting: 2024–25

Through end of year reports, LEAs indicate the extent to which they have accomplished the activities and goals described in their annual plans. The table below provides a snapshot of LEA progress on the 2024–25 program plans and shows that 1) fifty percent of districts made substantial progress toward their goals, 2) thirty seven percent of districts report making progress, 3) eight percent of districts have completed their goals, 4) four percent of districts report being in the stage of early implementation, and 5) one percent of districts have not yet started. In many cases where activities were not completed, both funding and plans are carried forward to the following year to continue the work.



Title IV, Part A Program Successes: 2024–25

LEAs reported Title IV Part A funding supported the following successes and achievements:

Aberdeen School District: The certificated and classified staff in the district have started implementing restorative practices and strategies in the school to support a positive culture, climate, and reduction of student discipline referrals and incidents. There was a 3% decrease across the district in behavior incidents in the 24-25 school year with each school demonstrating a decrease in the building specific data.

Adna School District: The additional nurse time provides several students district wide with high medical needs ranging from diabetes, feeding tube, catheterization multiple times per day has greatly eased student and parent's concerns in meeting daily health needs while in school.

Anacortes School District: We moved from exploration to initial installation in district wide practices to support the whole child by looking at both social emotional and academic data, creating data dashboards that support us pinpointing students in need and also creating district wide professional development that addresses student engagement and the link between engagement, behavior and academic success.

Auburn School District: Our Prevention and Intervention team was able to make presentations in elementary classes and school assemblies, as well as attended community and family events. Super cool to see them able to focus on prevention!

Battle Ground Public Schools: One notable success of Title IV, A-funded efforts was the launch and implementation of Science/STEM Cohorts for K-4 and 5–8 educators. These cohorts provided teachers with dedicated time, resources, and collaboration opportunities to strengthen science instruction and integrate STEM practices aligned with the Next Generation Science Standards (NGSS). Teachers engaged in hands-on learning with high-quality instructional materials, including Amplify Science in grades 5-8, and explored strategies for making science more accessible and engaging for all learners. As a result, participants reported increased confidence in delivering inquiry-based instruction, and schools began seeing more consistent use of science notebooks, engineering design challenges, and student-led investigations across classrooms.

Bellingham Public Schools: The district was able to send a group of school counselors to an annual school counseling conference. This allowed for enhanced learning about best practices in the field, professional development and collaboration, and staff connection. This would not have been possible without Title IV funding, as it is not supported in our general budget.

Blaine School District: One success for students participating in the Animals as Natural Therapy Program (ANT) is increased emotional regulation, as students often develop stronger

self-awareness, empathy, and coping skills through consistent, therapeutic interactions with animals in a safe, supportive environment.

Bremerton School District: Implementation of the RCA House System expanded from one school to 3 schools this year. Creating a stronger sense of belonging in the additional schools, as well as a connection that carries through across schools. Attendance rates in all 3 schools increased, and students reported stronger feelings about school as measured by our SEL survey.

Bridgeport School District: We have an emergency plan in place that was developed in collaboration with our School Resource Officer. We have a radio system that allows for better communication in areas where cell phone service is limited. The SRO is helping build more positive relationships between the Sheriff's Office and the community.

Burlington-Edison School District: Under "Safe and Healthy Students" we were able to use funding for a school social worker. This social worker had a very positive impact on the family and community culture at the sites she worked regularly. Discipline referrals decreased. Major discipline referrals specifically decreased as compared with the year prior. This social worker contributed to an increase in family engagement and attendance at school meetings (attendance, MTSS, Special Education, and behavior). An increase in utilization of outside resources occurred as well. These were facilitated by the social worker. Groups such as the Boys and Girls Club, Children of the Valley and more continued to build strong connections.

Cashmere School District: Installing vape detectors at our middle school has been a successful step in promoting a healthier and safer learning environment. The detectors have served as an effective deterrent, reducing incidents of vaping on campus and allowing staff to respond quickly when issues arise. This proactive measure has supported our ongoing efforts to protect student well-being and maintain a positive school climate.

Central Kitsap School District: This year, 119 of our students earned an impressive 267 total credits by completing the Seal of Biliteracy test, a program we supported with Title IV funds. We are also proud to celebrate 38 students who earned the prestigious Seal of Biliteracy, demonstrating high levels of proficiency. Students were tested in 16 different languages, true reflection of our district's diversity and global readiness.

Centralia School District: As in previous years the School Counselor who works at FHS out alternative high school has helped students not only get students closer to being on track to graduate but she was instrumental in partnering with the local college to bring in a traveling classroom so students could experience careers in technology for the alternative high school but also the middles school.

Chehalis School District (CSD): As a result of Title IV, CSD was able to access additional mental health services for students and families at our most at-risk elementary school.

Chewelah School District: Through both the AI Summit as well as the NCCE conference, staff have been able to increase their learning and bring it back to our district to share. How to use AI is such a hot topic right now and staff have been able to better use it themselves as well as teach students effective uses.

Chimacum School District: We find tremendous success with student engagement through spending these funds. This means our students' attendance is better, our science and math scores are improving, and we are giving students access to the latest technology and innovative thinking.

Cle Elum-Roslyn School District: 70% of students K-5 showed significant growth on our universal screener (SRSS-IE) moving from red bands to yellow.

Clover Park School District: Title IV has been integral to the growth of our district's MTSS process, providing funding for our Tiered intervention platform that offers social-emotional support to students. All of our behavior interventionist and support staff have been able to access and receive PD on a tiered behavior support intervention system, so there is fidelity of intervention across the district.

Columbia (Walla Walla) School District: The Columbia School District Leadership scored Organizational Leadership at 63.3% implementation fidelity, an increase of 20% from 2023. Organizational Leadership represents active involvement in facilitating and sustaining systems change to support implementation of effective innovation through strategic communication, decisions, guidance, and resource allocation. The team rated the sub-scale of Competency at 71.4% implementation, an increase of 28% points from 2024. Competency refers to strategies to develop, improve, and sustain educators' ability to implement PBIS as intended.

Colville School District: Ensuring the safety and well-being of every student remains a top priority for our district. Throughout the year, we have taken deliberate and coordinated steps to strengthen our safety infrastructure, build staff capacity, and foster a culture of preparedness and support. The following highlights our progress toward these goals: We are proud of our significant progress in creating a safer and more supportive learning environment. Notably, the student and staff survey from last year revealed an 11.5% increase in the number of individuals who reported feeling safer at school, an encouraging outcome following the implementation of our new Safety Director. This year, we've observed a district-wide decrease in office referrals, indicating a positive shift in school culture. Students have reported improved overall safety, respect, and community within our schools. We remain dedicated to ensuring that every student feels safe, supported, and ready to succeed daily.

Coupeville School District: At risk students at CES were able to successfully engage in mental health counseling, which increased success in the academic setting for all participating students.

Deer Park School District: Our district has made strong progress in the area of supporting student's social-emotional needs K–8 through targeted expenditures. At our K–2 building, Kelso's Choice is implemented schoolwide, improving climate and helping students manage peer conflict during unstructured times. All schools have implemented supplemental SEL curriculum, while our middle school has expanded Tier 1 supports and is building systems for Tier 2 and 3 behavioral interventions supporting students more proactively and consistently across all levels.

Eatonville School District: The district team of teachers attended an AI conference, enhancing their skills in utilizing educational technology. One notable success from this professional development is the ability to differentiate learning more effectively, including supporting second language students. This advancement allows educators to tailor instruction to meet diverse student needs, fostering a more inclusive learning environment.

Edmonds School District: Our mental health support through Joon Care provided mental health access to 34 students during the 24–25 school year. Our support for the student safety team and our threat assessment process has helped us to effectively respond to 70+ incidents involving students who made or posed threats at their schools. The support for leadership development for our Latinx students resulted in our district sending 30 students to the La Cima Leadership conference in July 2025.

Elma School District: The biggest success was being able to provide students with communication barriers access to higher quality communication devices.

Ephrata School District: We purchased Orff Musical Instruments for our elementary schools. These, along with our Orff Certified music educators, provide a hands-on, engaging method for learning music that fosters creativity, confidence, and social skills through active participation and exploration.

Everett Public Schools: Title IV funding supported the professional learning and digital resources to increase student's academic, behavioral, and social-emotional engagement in courses. Professional learning feedback showed 100% staff positive feedback from intensive training and laboratory-style implementation. Our Panorama Student survey showed an increase in many areas, most notably in "sense of belonging", which increased by up to 8% at many sites. District wide teaching efficacy has increased 3%, and engagement in professional learning is up 6%, which can be attributed to professional learning in student engagement and use of the Panorama Student Success Platform.

Evergreen (Clark) Public Schools: Regular attendance has been a focus in EPS with an emphasis on trauma-informed care, restorative practices, student and family relationships, and tiered support. Collectively, these efforts have helped us achieve positive momentum in our efforts to increase regular attendance. In a raw count comparison, we had a 5.5% increase of 90+% attendance from 2023-24 to 2024-25.

Federal Way School District: PBIS Facilitators, PBIS Rewards, PBIS Licenses, Panorama Licenses and training, and MTSS Supports have been a big success.

Ferndale School District: We were able to provide mental and behavioral health supports through the collaborative efforts of our counselors and specialists.

Fife School District: One success related to Title IV funding, is the work with our social studies and history classes to incorporate STI lessons.

Finley School District: Students advanced their learning through a personalized instruction platform. Math, ELA, Science, and SEL skills all improved from the success achieved. Most importantly, belief in self and the awareness students can achieve was the greatest success.

Franklin Pierce Schools: One success related to the expenditure of Title IV, A funds has been our work with district leaders to develop a set of common leadership dispositions that define what it means to be a leader in our district. These dispositions now serve as a unified foundation for leadership development, ensuring consistency in expectations and fostering a shared vision across all schools.

Goldendale School District: GSD saw significant progress in implementation of data systems and use specific to incorporating whole child data and math strategies.

Grand Coulee Dam School District: Through continued intervention and support, a student who was cutting frequently during the school day began to reduce the number of incidences and reached out to staff on a regular basis. The student also accepted a referral for outside counseling.

Grandview School District: Title IV funds has increased access to STEAM with activities, supplies, professional development for staff and students. Students engaged in increased opportunities to engage in STEAM field in the ARTS and Mathematic competitions. Title IV funding is increasing student opportunities for leadership and participation in STEAM related fields/career pathways.

Granger School District: One significant success from the use of Title IV, A funds has been the implementation of a targeted attendance campaign that increased student attendance by over 15 percent and significantly reduced chronic absenteeism. Through regular communication and stronger parent engagement, the campaign helped build closer school-home partnerships and raised awareness about the importance of consistent attendance. These efforts led to improved daily attendance rates (increasing attendance by over 20%) and contributed to a more supportive and engaged school climate. The measurable impact demonstrates how Title IV, A funds can effectively support student well-being and access to a high-quality educational experience.

Granite Falls School District: With the Title IV Part A funds, Granite Falls School District was able to purchase an SEL screener to be used with all students grades 3–12. This was instrumental in helping us 1. Identify students who needed immediate supports (and then worked to support them); 2. Identify areas of growth for specific school buildings and staffs to better support our learners (and worked to align this work to school improvement); and, 3. Amplify student voice for staff in supporting learning (moving toward more alignment with CEL 5D+ practices in knowledge of students and elevating student status). With this tool and through other PD work in MTSS and adult-student relationships, we were able to see a 4% increase in the number of students who felt a sense of belonging, believing that they had at least one adult who they could talk to.

Highland School District: Title IV funds were used this school year 2024–2025 school year and last school year 2023–2024 school year to purchase licenses for the STAMP test for students to have the opportunity to earn their Seal of Biliteracy. 33 seniors graduated in June having earned their Seal of Biliteracy either this school year or last school year.

Highline Public Schools: A success from this past year related to the expenditure of Title IV A funds has been the continued programming with Advanced Placement courses. As shared last year, we engaged in a multi-year secondary re-design process that supported secondary schools, namely comprehensive high schools, to evaluate their course offerings (among many other elements) and determine which courses to continue and where opportunity for increased student access to pathways could be built. With the Title IV funds in particular, we have funded partial FTE for the AP Coordinator role at our comprehensive high schools; this role supports the site-level student cohort (or advisory) within the AP programs and continues to increase representation across student groups in AP courses.

Hoquiam School District: For the first time in over 10 years, new musical instruments were purchased for our elementary program. Having instruments that are good quality will help to instill the love of music and help our secondary band program continue to thrive.

Intergenerational High School: As a charter school in its fifth year, continued development and improvement of strong curriculum is critical to the success of the school and its students. In providing dedicated time and resources to the director of education, WIHS was able to make strides in this way and ultimately set students up for success after high school.

Issaquah School District: Using our funds for Safe & Healthy schools we held our first Student Summit, bringing together students to increase engagement. There was one student in particular who attended the Summit and has stated more than once, that her experience through the Summit is what has motivated her to finish her last year of school and graduate. She attended summer school this last summer and passed all classes. After attending the summit, she could "see a future" for herself.

Kelso School District: With Title IV, Part A funding, Kelso has continued to prioritize robust professional development opportunities for its staff around STEM education. Educators have engaged in training sessions focused on integrating technological strategies and tools into their teaching practices. Our district has emphasized alignment with educational standards and integration across various content areas, ensuring a comprehensive approach to STEM education. These efforts equip educators with the necessary skills to deliver effective and integrated STEM instruction, thereby preparing students to thrive in a technology-driven society.

Kennewick School District: We formed an AI cohort that created district guidelines for AI usage for both staff and students.

Kent School District: We continue to build capacity in our schools to increase their whole child MTSS approach, decrease discipline disproportionality, and increase awareness of and action to support students' mental health needs.

Kettle Falls School District: Student Outcomes: CEE survey data show students feel more connected to school, indicating stronger engagement. However, discipline incidents rose across all buildings, especially at the middle and high schools. i-Ready scores improved but fell short of the targeted 10% growth in reading and math, signaling the need to strengthen Tier I instruction and targeted interventions. Staff Collaboration: Ad Council work has increased collaboration districtwide. Teams meet regularly to review data, align MTSS supports, and share meeting minutes with staff, improving communication and building shared ownership of student success.

Kiona-Benton City School District: Teachers and staff are utilizing Homeroom more effectively when monitoring students and it is being incorporated into our school-wide MTSS program.

La Center School District: By embedding UDL practices within a PBL framework, teachers created an inclusive environment where all students, regardless of readiness or learning profile, could thrive. The success of this unit not only elevated STEM instruction but also strengthened the team's capacity to replicate this integrated model in other content areas. The impact in Highly Capable cluster classrooms was especially notable. Students who previously showed signs of disengagement flourished when offered the opportunity to dive deeper into areas of personal interest.

Lake Chelan School District: Title IV funds supported several key initiatives this year. At the K-8 level, we adopted a Social Emotional Learning curriculum aligned with student, staff, and survey data as well as state SEL standards. Middle school students benefited from new STEM materials that expanded opportunities in a newly established enrichment class. At the high school, funds supported the accreditation process with a focus on strengthening graduation pathways and post-secondary career readiness. In addition, principals engaged in professional

growth through the Courageous Principals program, targeting a shared Problem of Practice to strengthen leadership and school improvement plans and implementation

Lake Stevens School District: We had significant growth in our math achievement at the middle level as a result of the investment in Building Thinking Classrooms as a set of instructional strategies which are used with our STEM classes at that level.

Lakewood School District: Our Title IV expenditures, which provided partial funding of our elementary MHP, yielded 41 contacts with students and families. As a result, Lakewood was able to reduce barriers to learning, support positive behavior and engagement, and provided access to Tier 3 supports while reducing disruption to learning time.

Lynden School District: The funds have been critical to support MTSS Implementation related to SEL needs.

Manson School District: Our family engagement and career counselor hosted several successful events including financial aid nights, freshmen and senior orientation nights, and launching our Gear Up program. This work has led to Manson SD students completing the FAFSA at a higher rate than the state completion rate.

Marysville School District: We had a lot of success training staff in the use of technology to access student information (SEL and academic) so that we could have deep conversations about how to best support students. It was important for staff to know that taking time to carefully input data makes an impact on how we can use the data to guide our work.

Medical Lake School District: Our work with Dr. Salina is going to be an on-going process. His work is helping to create authentic systems and use real-time data to better support students.

Mercer Island School District: Mercer Island High School utilized Title IV funds to establish an Attendance Liaison position dedicated to improving student attendance and reducing chronic absenteeism through proactive, relationship-centered support. This role focused on early identification of attendance concerns, direct outreach to students and families, barrier-removal strategies, and close collaboration with counselors, administrators, and community partners. By increasing communication, implementing individualized intervention plans, and strengthening connections between home and school, the Attendance Liaison helped foster a more supportive and responsive environment that aligns with Title IV goals of promoting safe, healthy, and engaged learners.

Meridian School District: We partnered with Potential Unleashed to provide resources to our administrators on how to address issues of discrimination and discriminatory language. We created a discipline matrix specific to discriminatory language and a tiered system of consequences and supports.

Montesano School District: The district is so proud of the success of implementing Ukeru in our elementary schools. Staff engaged in Ukeru's trauma-informed/UDL practices: train-the-trainer model and held building wide trainings throughout the remainder of the 2024–25 school year. Building principals are reporting seeing these strategies used, resulting in a reduction of instructional time lost and an increase in student achievement. We set a goal of overall reading proficiency as measured by the iReady diagnostic assessment of 64% K–8, and we exceeded that goal by 11% resulting in 75% of our students at or above grade level expectations in reading. In grades K–8, we fell short of our goal in overall math achievement by 6.5% with 53.5% of our students at or above grade level expectations on the iReady spring math assessment.

Mount Vernon School District: We have successfully implemented a model that places trusted adult mentors, known as Site Coordinators, in schools to support students year-round. These mentors build strong, meaningful relationships that address social-emotional challenges while promoting student success and school engagement. Site Coordinators provide attendance support, trauma-informed care, resiliency-building, and youth development case management for students who face barriers related to basic needs, attendance, behavior, or coursework. Currently, this program serves six of our Ten school buildings. We also provided CPR training and certification to over 181 Classified and Certificated staff members.

Mukilteo School District: In the category of Well-Rounded Education, we implemented a new Social Studies curriculum. Funds from the grant were used to support the professional development and coaching associated with the implementation. In the area of Safe and Healthy schools, we provided expanded mental health counseling services to our alternative school, which did not have services until this funding made it possible. In the area of effective use of technology, we trained counselors in the use of the new HSBP platform. Time was used to understand the platform and to plan for delivery of the components of the plan.

Naches Valley School District: In order to promote enrichment, at Naches Valley High School, we take great pride in promoting Bilingualism and celebrating students who achieve the Washington State Seal of Biliteracy. Over the past two years, 25 students have earned this distinction by demonstrating proficiency in both English and Spanish, reflecting their hard work and cultural connection. We recognize the Seal as a valuable achievement that affirms our commitment to preparing students for success in a diverse world. Our staff actively supports students in reaching this goal, and we honor their accomplishment at graduation and throughout the school community.

Napavine School District: We discovered a need for SEL training to deal with a small group of students that needed interventions. We worked with a consultant to provide training of staff that was shared out to other staff. This led us to a decreasing behavior issue resulting in time out of the classroom.

Nine Mile Falls School District: At the high school level, we were able to offer rigorous courses to all students, including AP courses removing barriers, by funding the fees associated

with these courses, having more students than ever before taking these courses and supporting their post-secondary goals.

Nooksack Valley School District: Each of our elementary schools student reports around improved supportive learning environments increased! Here are the percents increased: Sumas Elementary 18.8%, Nooksack Elementary 12.7% and Everson Elementary 6.7%. This is a result of the BELONG partners in professional development along with the UW Center for Educational Effectiveness professional development.

North Mason School District: Staff and Family survey data was used by building leadership to action plan supports for students and staff to maintain a healthy learning environment. While our data did not make significant gains in overall culture and climate in the buildings due to levy loss and staff cuts, we are able to appropriately build action plan documents to support staff and students.

North Thurston Public Schools: One success is related to our STEM field studies, which were funded in part by Title IV.

Northshore School District: Title IV-A funds have allowed the Director of Student Services position within the district to collaborate and expand our comprehensive school counseling program and mental health supports. It has also allowed the district to train our school counselors and mental health therapists every month.

Oak Harbor School District: Students in grades 7-12 in Oak Harbor Public Schools indicated a 4% increase in positive feelings and emotional regulations from fall 2024 - spring 2025. Students in grades 7-12 in Oak Harbor Public Schools had a 1% change in reporting supportive relationships. The overall score indicates 84% positive. Within that, our focus has been on supporting adult - student relationships in the schools. For example, one question asks; Do you have a teacher or other adult from school who you can be completely yourself around? 68% of students in 7-12 grade indicated yes which is a 4% increase from Fall 2024 to Spring 2025. While 4% in one year is significant growth, what is even more important to note is that from our original survey in Fall 2020, the positive relationship marker for that specific question has grown from 53% to 68%.

Ocean Beach School District: Working with the BCBA allowed teachers and paras to work differently with several impacted students, which decreased suspension times and increased time in class.

Office of the Governor (School for the Blind): Students were afforded the opportunity to have hands on learning experiences beyond the classroom that translated into improved skills and knowledge in science, self, and relationships.

Olympia School District: Providing capacity for the district-wide mentorship program has been instrumental in developing leadership abilities in students that have been historically

unrepresented. There has been an increase in students of color representing leadership on the school board, in positions of leadership at the ASB level, as well as other opportunities with Native American Student leadership boards, Migrant student leadership boards, and LatinX.

Onalaska School District: Approximately 320 students accessed art and music programs. As a result of Title IV funds, the offerings that the students experienced, and the quality of curriculum and instruments have increased each year. The expansion of mental health supports was integral in our district. Our Mental Health specialist, hired in part by this grant, has identified students in crisis and referred them to the needed supports. In addition, she is leading initiatives in buildings speaking to mental health awareness, empathy, and coping strategies. This year, we also expanded her role to increase SEL offerings across all grades.

Pasco School District: Celebrating Progress: Advancing Safe and Healthy Students through MTSS-SEB With Title IV support, our district advanced MTSS-SEB systems to support student well-being. District MTSS-SEB coaches provided direct coaching to school teams, using TFI data to guide PBIS and SEB implementation with fidelity. We partnered with the UW SMART Center to align with research-based practices. Key accomplishments include expanding the implementation of our cohort model for SEB screening, expanding Tier 2 supports through intervention mapping; increasing PBIS fidelity, and providing staff professional learning. Grounded in continuous improvement, this work ensures every student learns in a safe, supportive, and thriving school environment.

Port Angeles School District: The percentage of students in grades 4th-12th grade being able to participate in music classes such as band, strings, or choir has increased given that we have more instruments to loan out to families. Our families across the district have been provided support from our district navigators/liaisons to decrease the barriers to regular attendance and academic achievement. A record number of home visits were made as compared to last year.

Port Townsend School District: Over 1000 differentiated, individually curated, or translated documents have been created since January with diffit software purchased with Title IV monies. Travel was provided to the pool in order to provide six swim lessons for PK-3 students, Second Step curriculum was provided for 700 students which provides social emotional and trauma informed behavioral approaches, Love and Logic classes were provided for 10 families.

Prosser School District: The district was able to provide therapy services for secondary students at school

Pullman School District: This was our first year to use funds for the NBCT cadre and we had teachers who, as a result of coaching, completed at least one module. This deepening of teacher practice results in higher achievement for students.

Puyallup School District: The Title IV-A funded multilingual summer program successfully supported over 100 multilingual learners through culturally responsive academic instruction, STEM enrichment, and family engagement. Survey feedback showed increased confidence and engagement among students, and families reported feeling more connected to the district. This initiative helped reduce summer learning loss and foster bilingual development.

Quillayute Valley School District: One of our greatest successes is in the Safe and Healthy Students section - in our perceptual data, 75% of our students say that they can rely on at least one adult who they have a strong connection with. In addition, our overall identified Tier 3 students for Social and Emotional Learning decreased by 1/3 by the end of the school year (according to our SAEBRS screener).

Quincy School District: Our school social worker has been able to work to connect students and families with resources as well as provide mental health support and support for attendance improvement interventions.

Rainier Prep Charter School: Our most vulnerable learners had consistent access to the tools and resources they need for classroom learning and assessments. All of our students had access to classroom devices in good and working order.

Rainier School District: One of our specialist classes (STEM) has used the funds from the grant to procure materials to enhance their classroom. This specialist class is a student favorite and they are engaged, developing collaboration skills, and being introduced to advanced skills. This class has had a direct impact on students' Language Arts and Math scores in state assessments.

Renton School District: The Student Symposium was a huge success this year. We were able to bring over 100 students together to review their school climate and Healthy Youth Survey data, to make meaning of the results, and to present action plans to address areas of need. In addition, we were able to move from having pilot SEL elementary schools, to supporting intentional SEL implementation in all elementary schools.

Richland School District: Our highest poverty middle school, Chief Jo, saw a significant decrease in the amount of behavioral referrals this year. They attribute this success to the work of their PBIS Team. This school utilizes Title IV funds for their team to successfully implement PBIS.

Riverside School District: We were able to update training and support around Title IX

Riverview School District: With Title IV funds, we provided band instruments to support and grow instrumental music, purchased curriculum to support the expansion of AP opportunities, and supported teachers in integrating curriculum around science to engage students in STEM and using their environment and community as a learning context.

Royal School District: Offering enough STEM activities to students is always a difficulty. We've had great success in attracting students to participate in robotics. Many of our robotics students would be considered at risk, yet they are very active and successful within the program.

San Juan Island School District: The two primary success are in the growth of the after-school music program at the elementary. This is directly impacting arts education throughout our K-12 system. The instructional leadership teams in every building has become the leadership necessary to develop cohesive and common practices so that students are challenged and yet all feel as though they belong.

Seattle School District No.1: Attendance improvement has a major area of focus. Re-entry / Intervention Specialists supported by Title IV, A funds have served on school-based attendance teams, where they have helped design and implement strategic systems and incentives aimed at increasing daily attendance. These efforts include outreach to families, data-driven identification of attendance trends, and the creation of recognition programs that celebrate students who show improvement or maintain strong attendance records. By addressing the root causes of absenteeism and promoting a culture of consistent engagement, these staff have contributed to higher attendance rates and improved student participation in learning.

Sedro-Woolley School District: Increase in Latino in Action courses and students participating

Sequim School District: To support Well-Rounded Education, the Title IV coach launched a structured literacy intervention for secondary students with reading deficiencies, focusing on middle school SWD students. The coach engaged educators in the Science of Reading framework to build instructional capacity and buy-in. In ELA, the coach used summative assessment data to refine formative writing tasks, aligning them with state standards. Through the Effective Use of Technology initiative, the coach shared bi-monthly Tech Bytes and provided individualized support on integrating digital tools and LMS features to enhance accessibility. Despite pending OSPI standards, the school proactively aligned instruction with PLC-identified priority standards. Foundational work is underway to ensure future teaching remains standards-driven and student-centered.

Shelton School District: A lot of our initiatives funded by Title IV, A funds are centered on engaging students and empowering them in their ability to successfully navigate school. We provided orientation sessions for students so they can build meaningful relationships, foster a sense of belonging, and understand general expectations. As students moved through the year, we tracked their progress using our learning management system and MTSS procedures and practices. These collective efforts funded through Title IV, lead to an increase in overall student attendance and decrease in state reportable incidences.

Snohomish School District: By using Title IV, Part A funds to pay for World Language Competency tests for all interested students, we were able to increase access for all students to receive foreign language credits towards graduation.

Snoqualmie Valley School District: This year marked significant progress in the district's Section 504 systems. A comprehensive 504 manual was developed to ensure consistent procedures, clear documentation, and legal compliance across all schools. Targeted professional development was delivered for case managers, providing tools and guidance to improve the quality and timeliness of plans. One of the most impactful changes was the full digitization of all 504 plans. Every plan is now uploaded in the student information system, allowing all teachers immediate access to accommodations and support plans. This work has streamlined communication, improved accountability, and ensured students receive needed supports more consistently across classrooms.

South Bend School District: They helped provide mental health support for students.

South Kitsap School District: The transition from staff fearing AI to actively use it in the classroom while teaching students when it is appropriate for use and not.

South Whidbey School District: 134 families accessed basic needs resources 211 students received school supplies 178 youth received new warm coats and/or boot 202 students participated in after-school and summer enrichment programs 60+ children received free dental care through SWSD's partnership with the SmileMobile 30 families were connected to insurance and health services 20 students were successfully linked to mental health support.

Spokane International Academy: Title IV-A funds were used to staff and resource our summer school program, covering teacher salaries and targeted curriculum/materials. This investment allowed us to deliver small-group, skill-focused instruction (K-5 intervention/enrichment, 6-8 reading & math intensives, 9th grade readiness, and APEX credit recovery) and extend learning time for students who needed it most. As a result, classroom teachers reported higher student engagement during sessions, strong attendance/retention for enrolled students, and observable gains on formative checks used during the program. The funds also enabled credit recovery and readiness supports at the high-school level, directly contributing to students' progress toward grade-level standards and graduation goals.

Spokane School District: In addition to the Ed Tech and SEL work supported by Title IV, the addition of supporting students and families with the most complex needs through positions of uniquely skilled and trained staff (BCBAs) allowed for students to remain engaged and connected to a loving, supportive educational environment while growing the capacity and efficacy of students/families and staff to ensure optimal growth for students historically marginalized and disaffected. The model this set for all students reinforces our mission of connecting all students to 'dream, access and opportunity' by being a district built on love that honors the unique gifts and attributes of every student.

Sunnyside School District: Instrumental in supporting impactful events designed to enhance post-secondary readiness. Notably, the Verano Vibes event connected families with academic and community resources, including local colleges, universities, and the Success Foundation, to promote awareness and access to post-secondary education. Additionally, the Thriving in Your Next Chapter event, held during high school diploma pickup, focused on essential student skills such as time management, stress regulation, and journaling, while also facilitating college onboarding conversations. A Parent Campus series, where families, particularly those of first-generation college students, visited local college, university, and technical school campuses over two days to build familiarity with post-secondary environments. Professional development through the AVID program, supporting site leaders and teachers with internal learning opportunities and showcases of effective AVID implementation district-wide across schools.

Tacoma Public Schools: Throughout the 2024-25 school year, we focused on the first steps to implementing a district-wide MTSS model. We successfully developed the MTSS framework with sub-committees that field tested their component to work out any issues. The MTSS framework is published on our internal SharePoint site for staff. This work also included the development of technical manuals, training tools, and forms and processes. Training for elementary staff was also completed. A huge lift and we met our goal for the year.

Tenino School District: For parent and family engagement, our K-12 music and art departments put on a Night of the Arts celebration where students across the district and disciplines performed or displayed artwork.

Toledo School District: Title IV allowed our district to provide music classes for our K-5 students at our elementary school.

Toppenish School District: We continue to have success with our after school intramural program for grades 2-12. This supports a healthy, active lifestyle while providing a safe place for students to go after school.

Tukwila School District: Through building staff expertise in college readiness, our students are better equipped to identify post-HS interests and paths and know how to apply for higher ed and jobs suited to their interests and skills.

Tumwater School District: Increase in family-initiated contact to school counselors using Google Voice and Calendly; engagement of teachers in developing Common Scoring Criteria that supports mastery based learning and equitable grading practices; increase novel options and improved teaching practices in providing more reading options; almost 100% of K-3 teachers are training in explicit literacy practices.

Vancouver Public Schools: As a result of funding professional learning activities and supporting salaries and contracts for trainings led by Restorative Justice Coaches, we have increased the use of restorative practices in discipline outcomes by 24%.

Walla Walla Public Schools: Our implementation of YONDR pouches at both of our middle schools was very successful this year. Many discipline incidents in prior years were related to student defiance when asked to put their phones away, or engaging in disruptive/destructive behavior while others videotaped the incidents on their phones. End of year discipline data for the 2024-25 school year compared to 2023-24 school year indicates the following reductions: - Fighting reduced to 35 incidents from 57 -Defiance reduced to 7 incidents from 27. -Vaping reduced to 3 incidents from 11. -Vandalism reduced to 8 incidents from 17. The reduction of cell phone distractions has not only decreased discipline incidents, but increased communication between students during lunch and reduced students leaving class to go to the bathroom.

Wapato School District: We have had many successes related to the expenditure of Title IV funds. One specific success includes our partnerships we have established with two consultants, one for PBIS implementation and one for SEL implementation. We have been able to continue these relationships for multiple years, which provides continuity and opportunities for sustained growth related to our PBIS and SEL initiatives.

Warden School District: One of the most successful aspects this year was the expanded use of coding in our Elementary as we partnered with our high school STEM students. The students at the HS brought a STEM fair to our Elementary as a senior project, they were able to teach our teachers and students how to use our digital tools (bots) so that both groups of students (Elementary and HS) could grow in their use of technology and they could explore new ways to interact with digital tools!

Wenatchee School District: 2024-25 was the second year of K-12 PD on identified essential strategies that will most impact all students. Training for admin, then teaching staff by district trainers. Resources and supports provided consistently to ensure success/growth around the essential strategies. Using data and implementation feedback for the 25/26 PD plan.

West Valley (Spokane) School District: 143 students going into grades 1-6 attended a week-long STEAM summer camp. Students experienced hands-on activities focused on STEAM, learned about careers, and learned about course-taking options for middle and high school in high-demand career areas.

West Valley (Yakima) School District: This year, West Valley's Mid-Level Campus (Grades 6-8) was able to use Title IV funds to support staff (50% Well-Rounded Education/50% Safe and Healthy Student) and purchase Nav360. Students have an opportunity to reflect and learn about how their behavior impacts others and repair harm.

White River School District: High-quality social emotional learning in every classroom using essential behaviors identified by teams.

White Salmon Valley School District: We were able to increase counseling hours to provide additional support for improving positive behavior and to address mental health issues in

grades K through 4. Our counselor frequently invites small groups of students to eat lunch in her room; The students are always very enthused about this opportunity to work on solving problems and establishing healthy relationships.

Woodland School District: Through the strategic expenditure of Title IV, Part A funds, one success story is the implementation of the Hope Squad program. These peer-to-peer suicide prevention groups have been effective in fostering a safer school environment. Research shows a significant outcome: in schools with Hope Squads, students with suicidal thoughts are more likely to seek help. By training student leaders, the program empowers students to identify peers in distress and connect them with trusted adults. This peer-based intervention not only provides a critical safety net but also effectively reduces the stigma surrounding mental health, making students feel more comfortable and secure in sharing their struggles. This proactive approach cultivates a more supportive school culture, which is a direct success in using the funds to improve school conditions.

Yelm School District: YHS & YES students earned just over \$200,000 in Yelm-Based Scholarships. If you add in Thurston County & Washington-based scholarships, the total between those and Yelm-Based is approximately \$405,000. Students were offered significant scholarships from the schools to which they applied. A total of approximately \$4.5 million was offered. That includes all offers, not just those accepted (as in if a student applied to multiple schools & was offered merit by all of them, they will obviously only accept the one from the college they choose to attend).