New Director Orientation

Categorical Programs

August 2026

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Mission

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Values

- Ensuring
- Collaborat
- Achieving Exc
- Focus on the Whe

Through this orientation, we put our equity statement into practice—providing directors with aligned tools, timelines, and collaborative learning to ensure all students receive the support they need through inclusive, effective programming.

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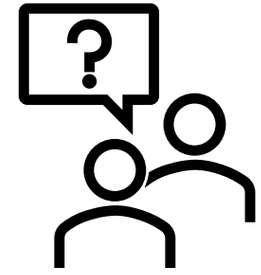
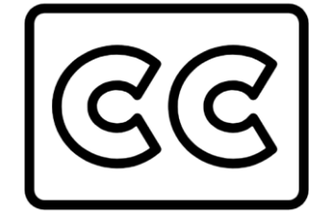
Housekeeping

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.

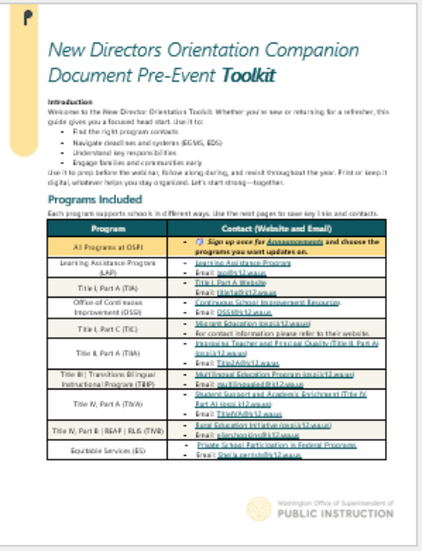
Each program will provide **follow-up resources and trainings** with more in-depth information.

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

Companion Document Pre-Event *Toolkit*

It's a quick reference *before, during, and after the session.*
Inside, you'll find:

1. Key program contacts and links (Title IA, LAP, SI, etc.)
2. Early-year key start-up highlights
3. EGMS & EDS basics | Spending rules and documentation tips
4. Rural Education calendar | Family Engagement overview
5. Equitable Services in Federal Program Reminders
6. A space to jot down tasks


New Directors Orientation Companion Document Pre-Event ***Toolkit***

Introduction

Welcome to the New Director Orientation Toolkit. Whether you're new or returning for a refresher, this guide gives you a focused head start. Use it to:

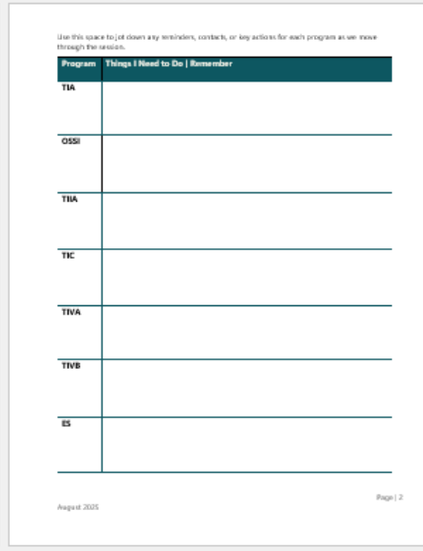
- Find the right program contacts
- Navigate deadlines and systems (EGMS, EDS)
- Understand key responsibilities
- Engage families and communities early

Use it to prep before the webinar, follow along during, and revisit throughout the year. Print or keep it digital, whatever helps you stay organized. Let's start strong—together.

Programs Included

Each program supports school in different ways. Use the next pages to save key links and contacts.

Program	Contact (Website and Email)
All Programs at OSPI	• Sign up once for Announcements and choose the programs you want updates on.
Learning Assistance Program (LAP)	• Learning Assistance Program • Email: lap@k12.wa.us
Title I, Part A (TIA)	• Title I, Part A Website • Email: titlea@k12.wa.us
Office of Continuous Improvement (OSSI)	• Continuous School Improvement Resources • Email: OSSI@k12.wa.us
Title I, Part C (TIC)	• Migrant Education (migrant@k12.wa.us) • For contact information please refer to their website.
Title II, Part A (TIIA)	• Improving Teacher and Principal Quality (Title II, Part A) (titleIIA@k12.wa.us) • Email: TitleIIA@k12.wa.us
Title III	Transitions Bilingual Instructional Program (TBIP)	• Multilingual Education Program (esl@k12.wa.us) • Email: multilingual@k12.wa.us
Title IV, Part A (TIVA)	• Student Support and Academic Enrichment (Title IV, Part A) (ssae.k12.wa.us) • Email: TitleIVA@k12.wa.us
Title IV, Part B | REAP | RLIS (TIVB)	• Rural Education Initiative (ruralk12.wa.us) • Email: ruralspecialist@k12.wa.us
Equitable Services (ES)	• Private School Participation in Federal Programs • Email: privateschools@k12.wa.us


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	
TIIA	
TIC	
TIVA	
TIVB	
ES	

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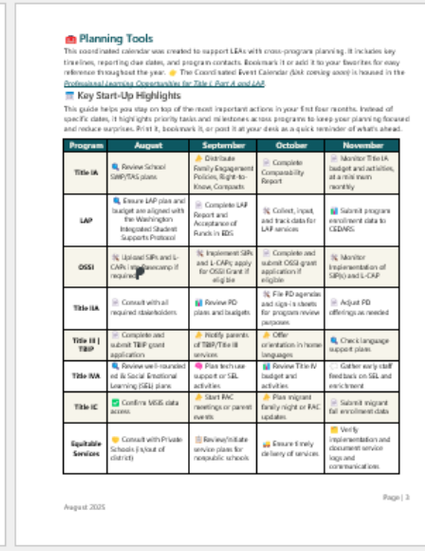
Planning Tools

This coordinated calendar was created to support LEAs with cross-program planning. It includes key timelines, reporting due dates, and program contacts. Bookmark it or add it to your favorites for easy reference throughout the year. The Coordinated Event Calendar (SAE coming soon) is housed in the Professional Learning Opportunities for Title I, Part A and LAP.

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 priority tasks and milestones across programs to keep your planning focused and reduce surprises. Print it, bookmark it, or post it at your desk as a quick reminder of what's ahead.

Program	August	September	October	November
Title IA	Review School SIMP/TAS plans	Distribute Family Engagement Policies, Right-to-Know, Compacts	Complete Comparability Report	Monitor Title IA budget and activities, at a minimum monthly
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; make changes 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 applications	Notify parents of TBIP/Title III services	Offer orientation in home languages	Check Language support plans
Title IVA	Review use 5 rounded ed & Social Emotional Learning (SEL) plans	Plan for/ensure support or SEL activities	Review Title IV budget and activities	Gather early staff feedback on SEL and enrichment
Title IIC	Confirm MSIS data access	Start PAC meetings or parent events	Plan migrant family night or PAC updates	Submit migrant Ed enrollment data
Equitable Services	Consult with Private Schools (+/out of district)	Review/initiate service plans for nonpublic schools	Ensure timely delivery of services	Verify implementation and document service logs and communications

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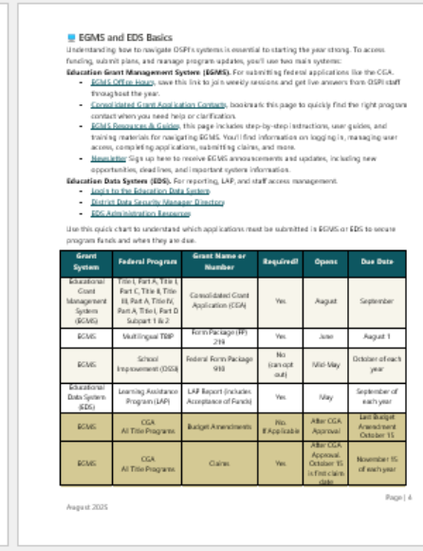
EGMS and EDS Basics

Understanding how to navigate OSPI'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 like the CCA.

- EGMS Office Hours: save this link to join weekly sessions and get live answers from OSPI staff throughout the year.
- Consolidated Grant Application Contacts: bookmark this page to quickly find the right program contact when you need help or clarification.
- EGMS Resources & Guides: 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, completing applications, submitting claims, and more.
- Newsletter: Sign up here to receive EGMS announcements and updates, including new opportunities, deadlines, and important system information.

Education Data System (EDS). For reporting, LAP, and staff access management.

- Login to the Education Data System
- District Data Security Manager Directory
- EDS Administration Resources

Use this quick chart to understand which applications must be submitted in EGMS or EDS to ensure program funds and when they are due.

Grant System	Federal Program	Grant Name or Number	Required?	Opens	Due Date
Educational Grant Management System (EGMS)	Title I, Part A, Title I, Part C, Title II, Title III, Part A, Title IV, Part A, Title I, Part D, Subpart 1 & 2	Consolidated Grant Application (CGA)	Yes	August	September
EGMS	Multilingual TBIP	Form Package (FP) 219	Yes	June	August 1
EGMS	School Improvement (OSSI)	Federal Form Package 998	No (carryout only)	Mid-May	October of each year
Educational Data System (EDS)	Learning Assistance Program (LAP)	LAP Report (includes Acceptance of Funds)	Yes	May	September of each year
EGMS	CGA All Title Programs	Budget Amendments	No, if Applicable	After CGA Approval	Last Budget Amendment October 15
EGMS	CGA All Title Programs	Claims	Yes	After CGA Approval, October 15 is first claim date	November 15 of each year

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Obligate (Commit) & Track

Work closely with your business manager to ensure your state and federal funds are used strategically, tracked accurately, and aligned with federal and state requirements.

- **Begin Spending:** You may obligate and spend funds after pre-application approval. Ensure expenditures align with the approved budget and program purposes.
- **Track by Year:** Clearly identify which fiscal year's funds are being used to avoid misuse or confusion, especially when multiple grant years are

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 40.14. 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 to records@sos.wa.gov for assistance related to records retention or management questions.

Parent and Family Engagement

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

OSPI's Authentic Family Engagement Modules help schools and districts strengthen connections with families and communities. Learning Module Playlist and School Leader Toolkit: Authentic Family and Community Engagement to Support Covid Issues (Awareness)

Tips:

Learning Module Playlist

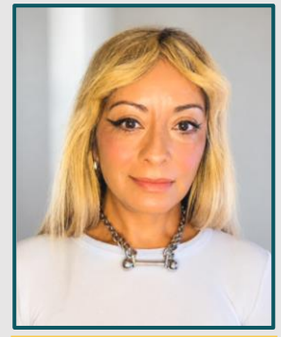
- ✓ Block 15 minutes a week to explore a module.
- ✓ Invite a colleague to complete a module with you and compare takeaways.

Your Reflections

What are your next steps after the session?

Your Federal Programs Leads: *Here to Support You*

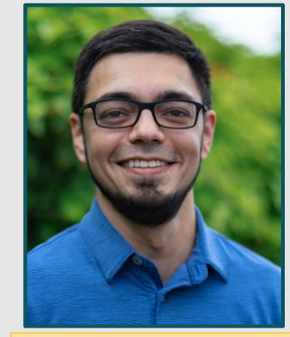
Annie Pennell
Learning Assistance Program (LAP)



Penelope Mena
Title I, Part A

Mary Neal
School Improvement

Maria Guzman
Title I, Part C

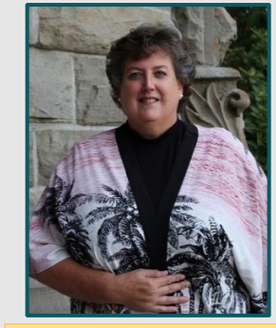


Jacob Parikh
Title II, Part A

Virginia Morales
Title III | TBIP

Ellen Zito
Title IV, Part A

Alyssa Ibanez
Title V, Part B
Rural Education



Sheila Gerrish
Equitable Services

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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

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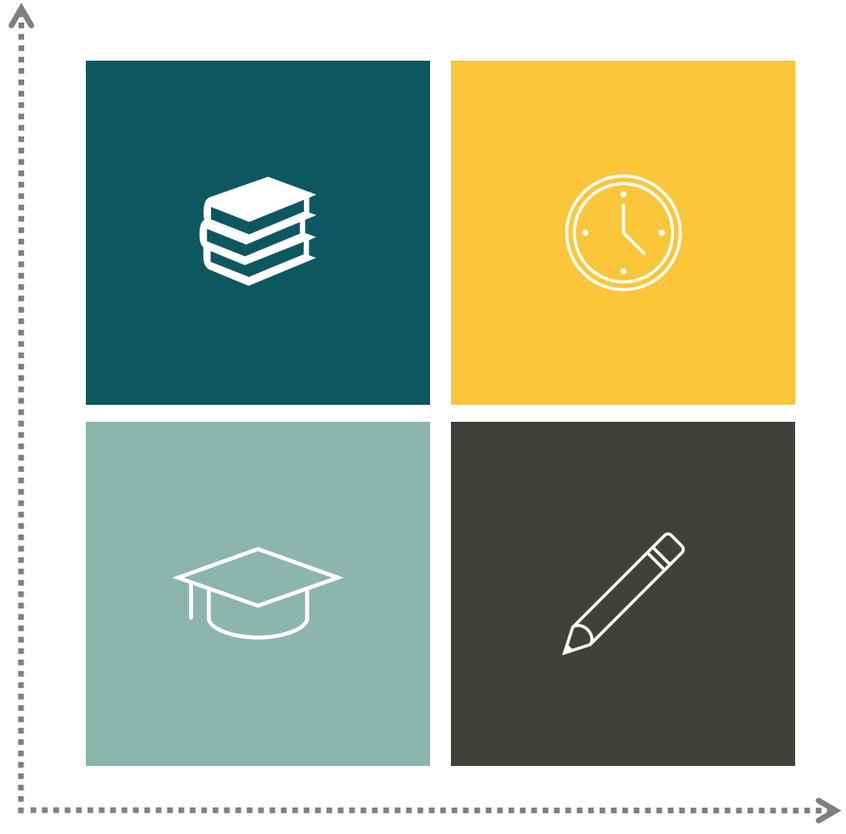
Agenda



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
Justin Irion, Zillah School District
Kim Yore, Kelso School District
Dr. Ellen Kaje, Shoreline Ground School District

Breakout Rooms
Meet program staff and ask additional questions
New: Family and Community Engagement (Main Room)

Starting The Year Right

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	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: The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	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 teachers and principals.	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 #1*

Program	August	September	October	November
LAP	🔍 Confirm WISSP-based plan for student supports	📄 Complete LAP Report and Funds and Assurances in EDS	🛠️ Document and monitor implementation of the WISSP-based plan	📊 Submit data to CEDARS as available
Title IA	🔍 Review Schoolwide (SWP) plans and Targeted Assistance School (TAS) protocols	📣 Distribute Family Engagement Policies, Right-to-Know, Parent Notification, School-Parent Compacts	📄 Complete Comparability Report in EGMS	📄 Monitor at least monthly fiscal reports to track spending for ranking and allocating (LEAs with 1000 students+ or more than 1 Title IA School)
School Improvement	🛠️ Upload SIPs and L-CAPs into Basecamp if required	🛠️ Implement SIPs and L-CAPs; apply for School Improvement Grant if eligible	📄 Complete and submit grant application if eligible	🛠️ Monitor Implementation of SIP(s) and L-CAP
Title IIA	📄 Consult with all required stakeholders	📊 Review PD plans and budgets	🛠️ Monitor implementation of professional learning strategies	📄 Adjust PD offerings as needed

Page 3 and 4 of the Pre-Event Toolkit- *Key Start-Up Highlights*

Early Year Essentials: *Program Activities to Track #2*

Program	August	September	October	November
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
Title IV, Part B **Rural Education (RLIS and SRSA)**	📄 Complete your CGA Rural Education Application	📊 Monitor activities, expenditures, and progress.		**See the Pre-Event Toolkit** for January – May.

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Page 3 & 4 of the Pre-Event Toolkit- *Key Start-Up Highlights*

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 4-7 of the Pre-Event Toolkit- *Family Engagement "Partnerships"*

Page 7-8 of the Pre-Event Toolkit- *Quick Chart EGMS and EDS Grants*

Page 8-9 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?

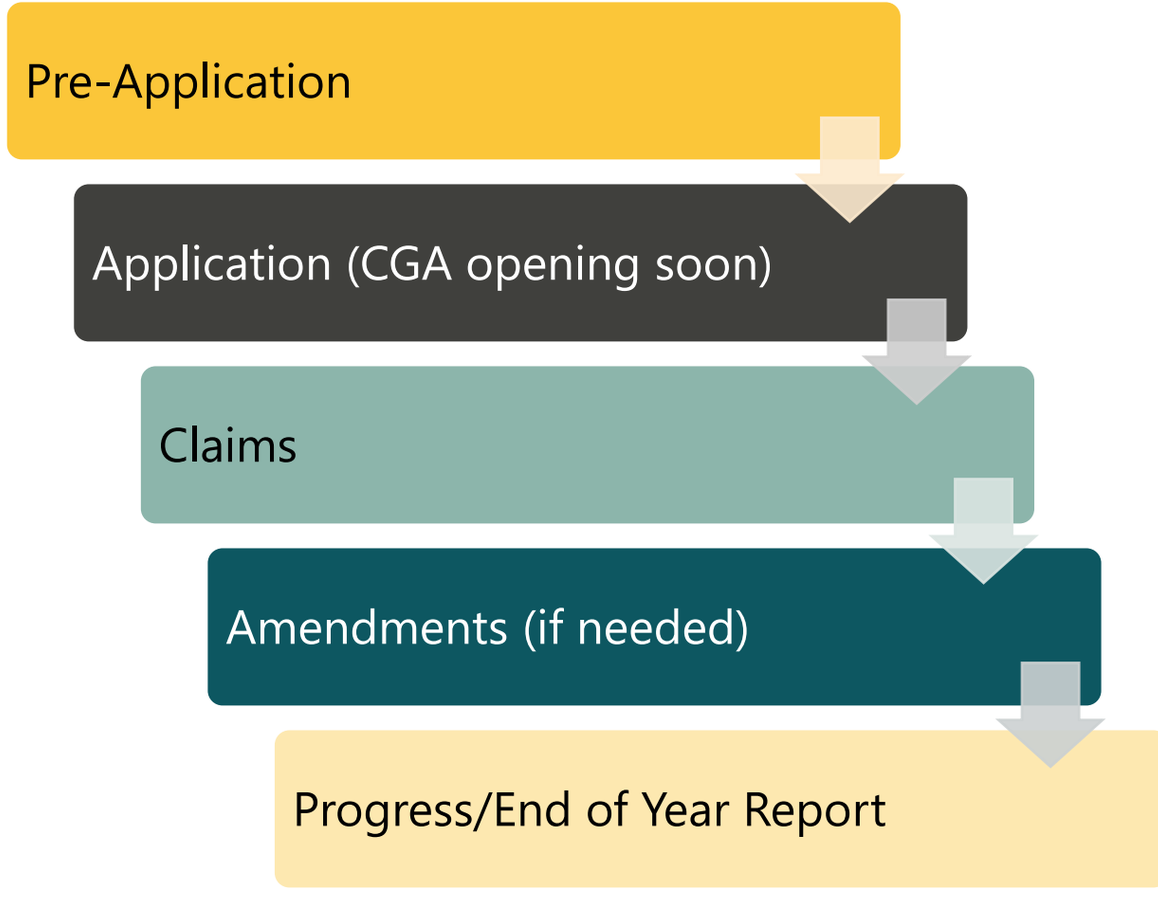
4. Professional Learning

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

- CGA and Most Grants
- Claims
- Program Monitoring

EDS

- 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 | Optional	Type	Key Date
All Title Programs	Consolidated Grant Application (CGA) in EGMS	**Yes**	EGMS Grant	Due in September
LAP	Accept Funds and Assurances in LAP Report (EDS)	**Yes**	EDS-Grant	9/1/26
Title I, Part C	End of Year – Summer End Of Year Report EGMS	**Yes**	EGMS-Report	9/15/26
LAP	Finalize all data in the LAP Report in EDS	**Yes**	EDS-Report	9/30/26
All Technical Assistance	Categorical Programs, including Homeless Education	Optional	Technical Assistance	Filter for September

October Calendar

Program	Title	Required | Optional	Type	Key Date
All Title Programs	**First Claims Date for CGA**	**Optional**	**EGMS-Claims**	**10/15 Due**
Title I, Part A, 1003 School Improvement	School Improvement Grant Application FP 910	**Yes**	EMGS-Grant	10/31/26
Title I, Part A	Comparability Report	**Yes**	EGMS-Report	October-November
All Technical Assistance	Categorical Programs, including Homeless Education	Optional	Technical Assistance	Filter for October

November Calendar

Program	Title	Required | Optional	Type	Key Date
Title I, Part A, 1003 School Improvement	End-of-Year Report (2025-2026) via Alchemer	**Yes**	Alchemer-Report	11/1/26
All Title Programs	**Final Claims for Prior Year Grant Expenditures**	**Optional**	**EGMS-Claims**	**11/15 Due**
All Technical Assistance	Categorical Programs, including Homeless Education	Optional	Technical Assistance	Filter for October

Quick Scenario: **Where Would You Start?**

It's August, and you are a new director. You need to:

- Submit your federal grant application,
- Learn upcoming deadlines,
- And identify who to contact with questions.

What should you do first?

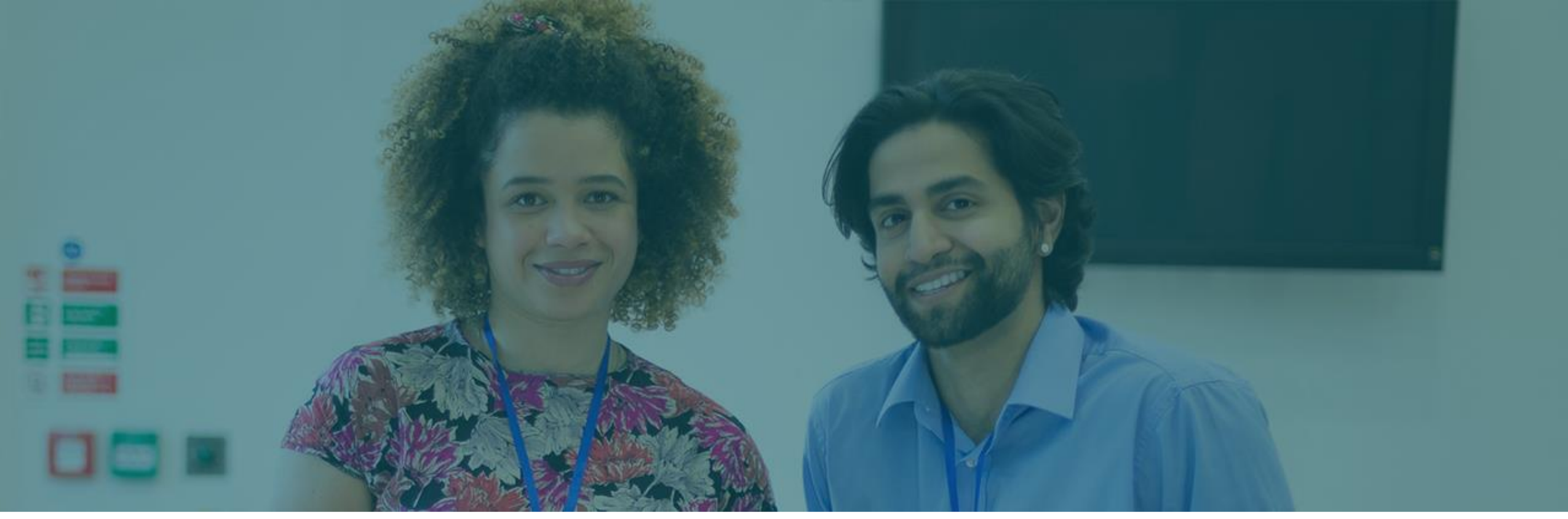
A Wait until September and see what is due.

B Review the Coordinated Calendar, bookmark EGMS resources, and identify your program contacts. ✓

C Submit claims before the application is approved.

D Ask another district for their application.

Key Takeaway: Start with planning tools, timelines, and support contacts before diving into applications.



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

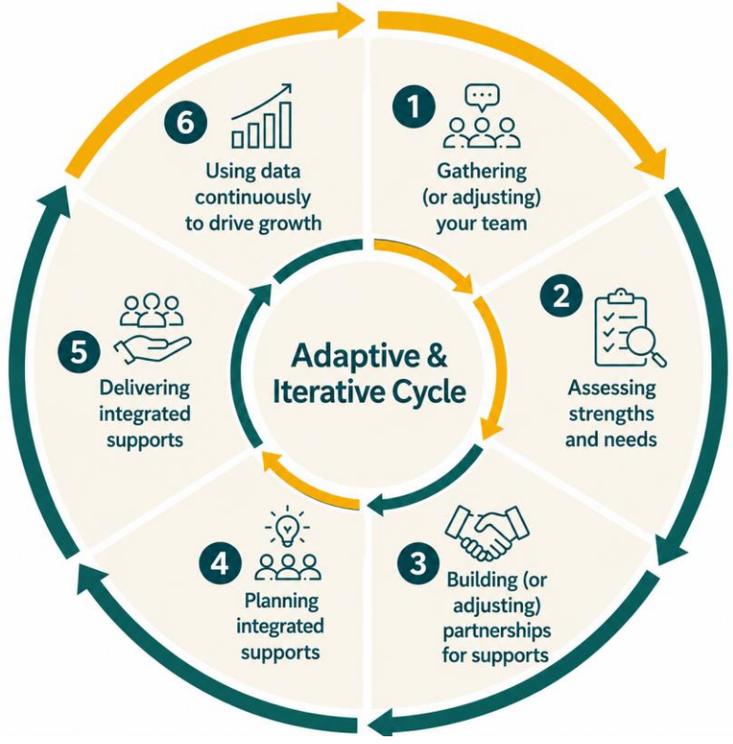
September | October | November

Learning Assistance Program (LAP)

LAP

PROGRAM PLANNING

Washington Integrated Student Supports Protocol Cycle



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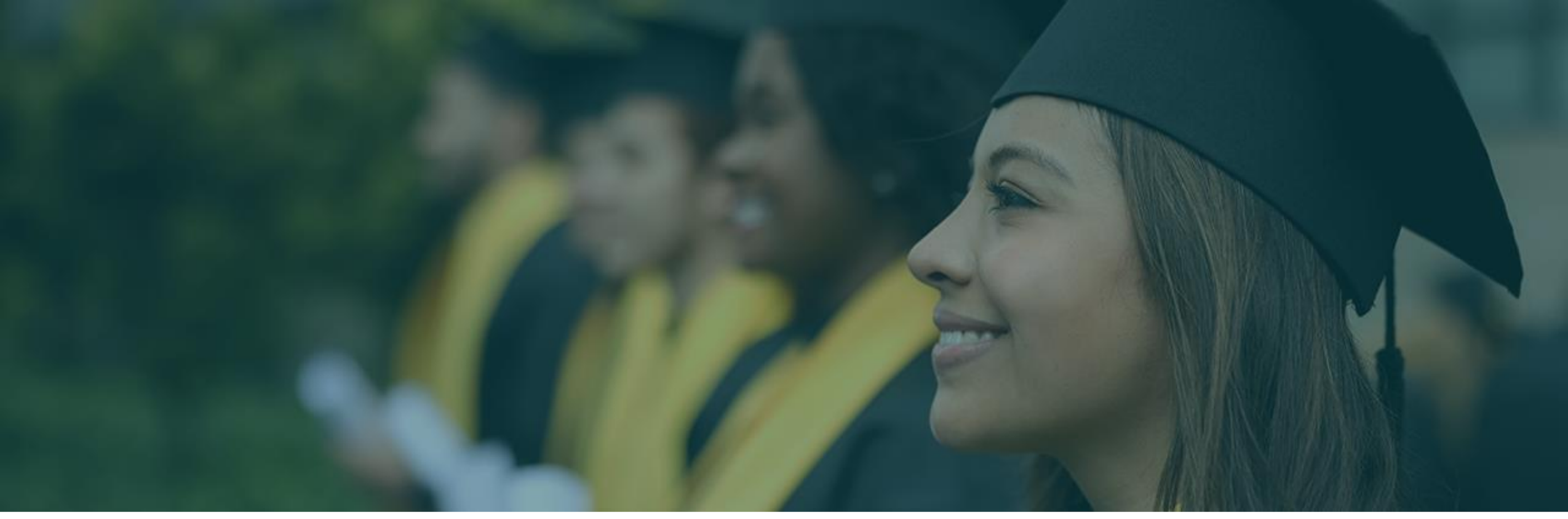
1. Familiarize yourself with requirements and guidance available on the LAP webpage:
   - LAP Webpage I LAP FAQ

2. Accept LAP Funds and Assurances by **September 1** to ensure apportionment begins in September and finalize the remaining data for each LAP-funded school in the LAP Report in EDS by **September 30**.

3. Review your LAP plan and budget developed through the Washington Integrated Student Supports Protocol (WISSP), as required in RCW 28A.165.037, and confer with key partners to finalize preparations for implementation. If this is new to you, explore the following guidance and resources, and reach out for targeted support if needed.
   - Washington Integrated Student Supports Protocol Guidance
   - School Implementation Template (Optional)
   - LEA Implementation Template (Optional)

4. Stay informed and ask for support when needed.
   - Join us in office hours or contact us directly.
   - Sign up for Statewide network meetings.
   - Subscribe to our department newsletters.



Title I, Part A
Closing Educational Achievement Gaps

PROGRAM PLANNING

Title I, Part A Program

Where to find help?

EGMS Office Hours
LEAs should attend **EGMS Office Hours** for support.

Technical Assistance

- **Statewide network meetings** are held once every other month.
- Now in Microsoft Teams.
- We can no longer offer clock hours.
- Sessions will be recorded and shared.

Your First 60 Days as a Director

Review and Understand

- ❑ Review the current Title I, Part A application and budget to understand how funds are being used.
- ❑ Identify schools served by Title I, Part A and learn their priorities.
  - Review your school's current Schoolwide Plans or Targeted Assistance Schools protocols.
- ❑ Send Parent and Family Engagement Required Notifications.

Build Relationships

- ❑ Meet with your Business Manager to discuss:
  - Budget monitoring
  - Claims
  - Budget amendments
- ❑ Meet with principals of Title IA schools.

Know Your Responsibilities

- ❑ Review Parent and Family Engagement requirements.
- ❑ If applicable, review ranking and allocation procedures.
- ❑ Bookmark the Title I, Part A website.

Stay Organized

- ❑ Save the Year-at-a-Glance.
- ❑ Organize documents for Program Review.
- ❑ Schedule a monthly budget review with your Business Manager.

Title I 1003
School Improvement

PROGRAM PLANNING

School Improvement

- 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 and Tier 3 Plus** WSIF-IDs to implement evidence-based interventions (EBIs) that support School Improvement Plan (SIP) goals.

School Improvement Grant Allocation List 2026-27

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)
- ✓ School Improvement Grant Guidance
- ✓ Data & Implementation Resources
- ✓ And much, much more

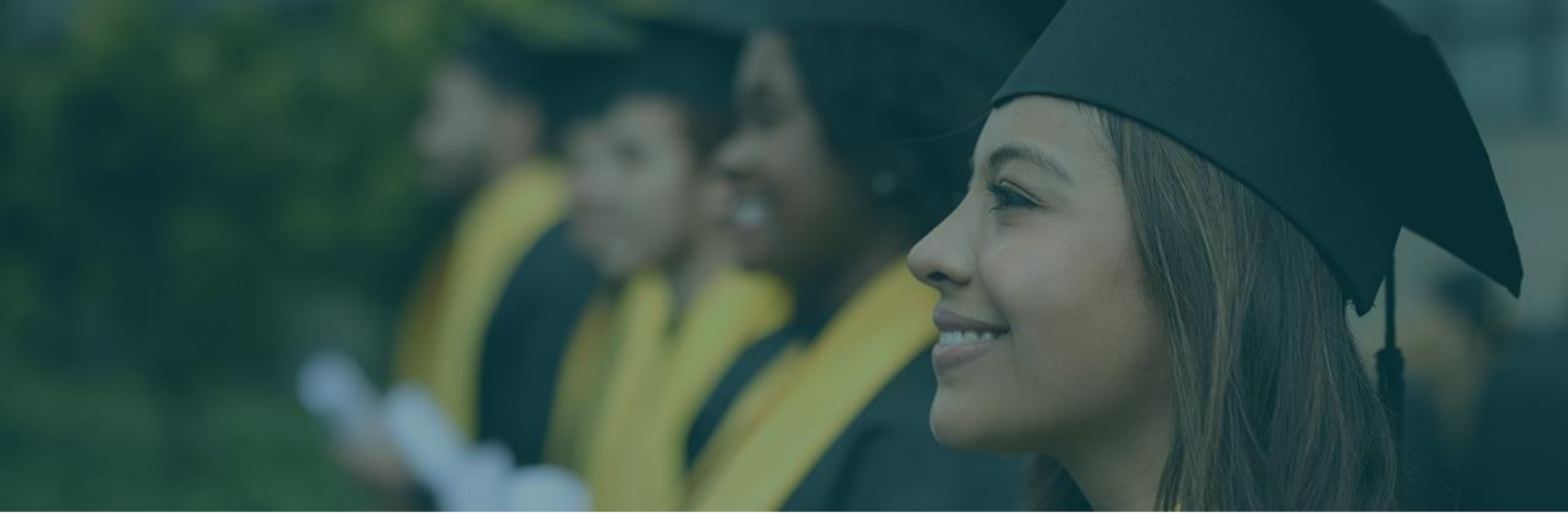
Important Dates:

Friday, August 28 – Required uploads due to Basecamp

- **2026-27 School Improvement Plans (SIPs) for all schools with Tier 3 and Tier 3 Plus WSIF IDs**
- **2026-27 LEA Consolidated Accountability Plan (L-CAPs) for districts with any school identified in any WSIF support Tier**

Saturday, October 31 – SI Grant Application Deadline

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



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.

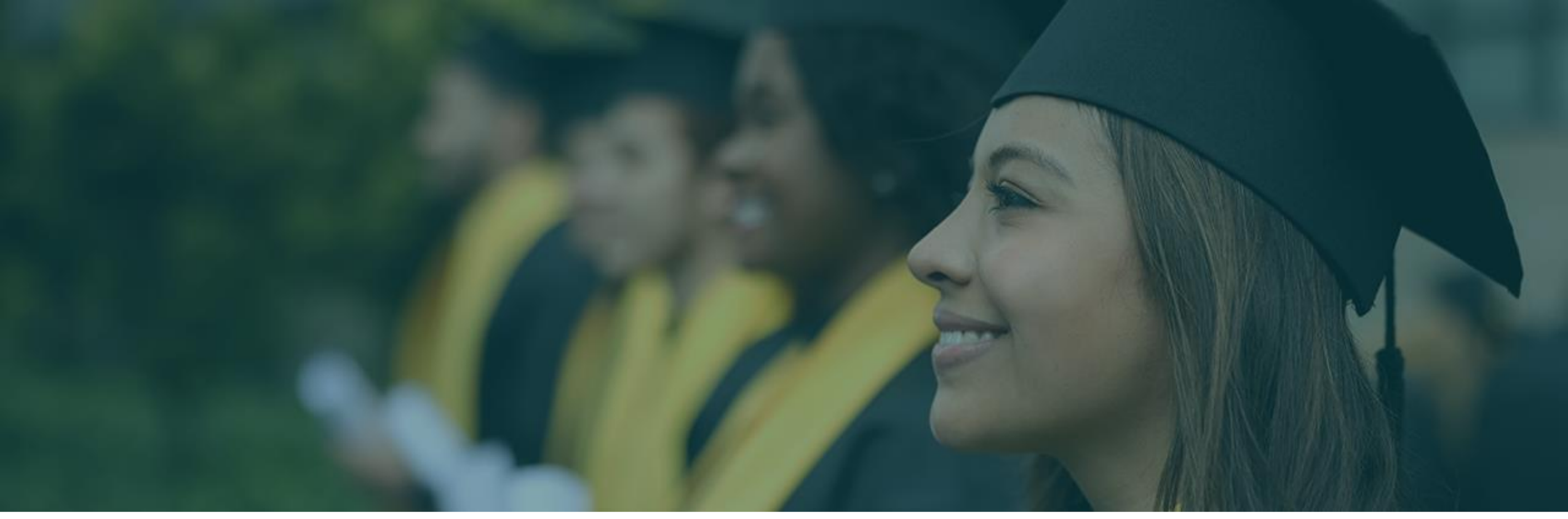
❖ **Program Reporting:**
LEAs must maintain a Records Clerk position to assist in the enrollment and reporting of services and supports provided with program funds into the state Migrant Student Information System (MSIS) in a timely manner.

❖ **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, 2026	Only if offering summer program
25-26 End of Year Reporting to MSIS	Any ELA/Math pre/post assessments as well as supplemental services reported to MSIS.	September 15th, 2026	YES

Date	Time	Event/Description	Registration	Contact
Friday, October 2, 2026 *Ask program staff for full schedule.*	9:00-11:30am	**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	Registration	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!

[Allowable Uses of Title II, Part A Funds]

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Title IIA funds can provide:

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

Quick Scenario: **Who Should Be Involved?**

A district is preparing its Title I, Part A plan and wants to identify priorities for student support and improvement.

What should happen first?

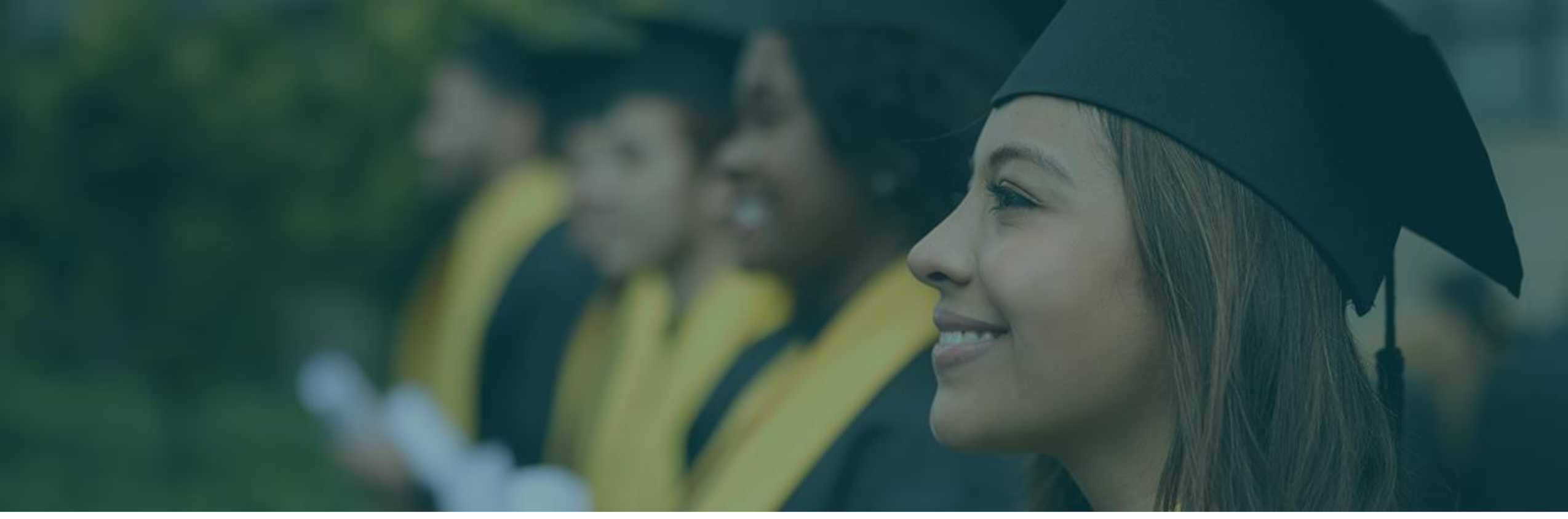
A Create activities and spend the funds immediately.

B Wait until the end of the year to gather feedback.

C Review data, engage stakeholders, and identify needs through a planning process. ✓

D Ask another district for their plan and copy it.

Key Takeaway: Effective planning starts with data and stakeholder input to identify needs and set priorities before deciding on activities and spending.



Title III | TBIP
Multilingual Education | Transitional Bilingual Instructional Program

PROGRAM PLANNING

Title III, TBIP Multilingual Education

The Washington State Multilingual Education Program oversees and guides districts serving multilingual learners with implementation of Transitional Bilingual Instruction Programs (TBIP) and Title III Services.

Tips for District Directors and Staff:
Bookmark and visit:
Multilingual Education Program webpage for:

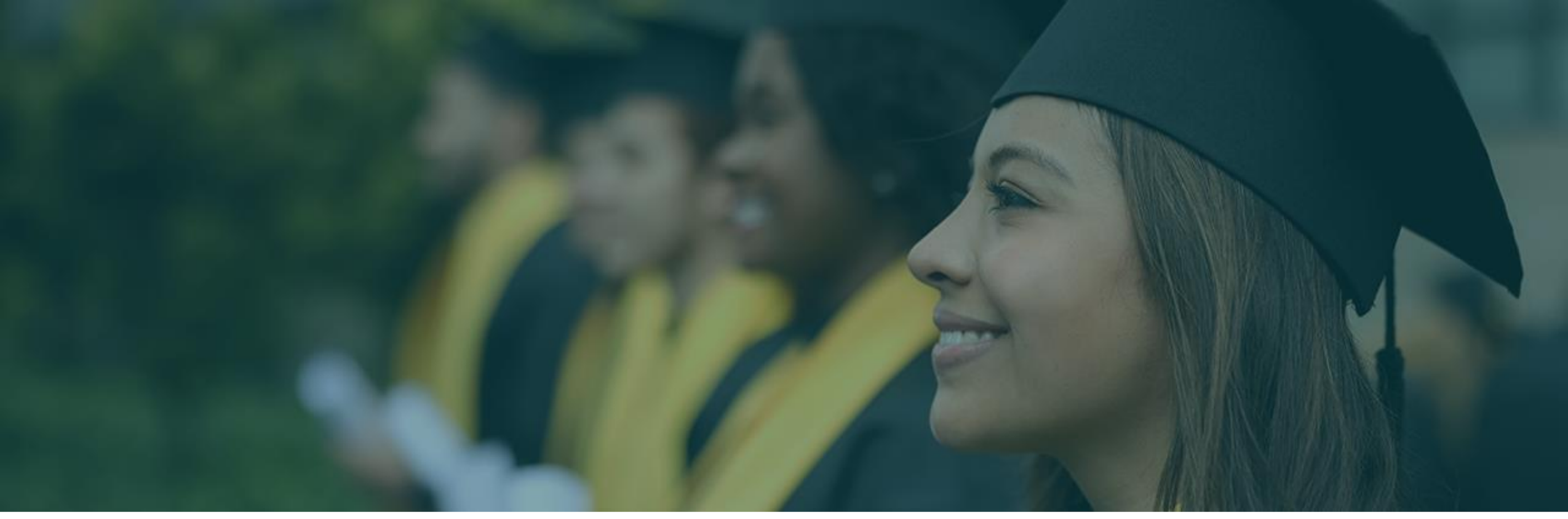
- ✓ Multilingual Education Program Guidance
- ✓ WIDA Standards, Assessments, & Professional Learning
- ✓ Dual Language Education Resources
- ✓ Title III Services Guidance
- ✓ Family Communication Templates
- ✓ Language Access Program Information
- ✓ World Language & Seal of Biliteracy
- ✓ And much, much more

Beginning of the year reminders:

- ❑ Screen potential Multilingual Learners within 10 days of attendance
- ❑ Run *Enrollment Student List* in the Limited English Proficiency application in EDS
- ❑ Create English Language Development schedules per school site
- ❑ Send home Family Notification Letters
- ❑ Beginning of October: *Run Possible Eligible Not Reported* report in the LEP application

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
Second Tuesday of the month	3:30 – 4:30 pm	Partners in Multilingual Learning Network	TBD/Newsletter	
Third Thursday of the month	9:00 – 10:30 am	Multilingual Director's 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!

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

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

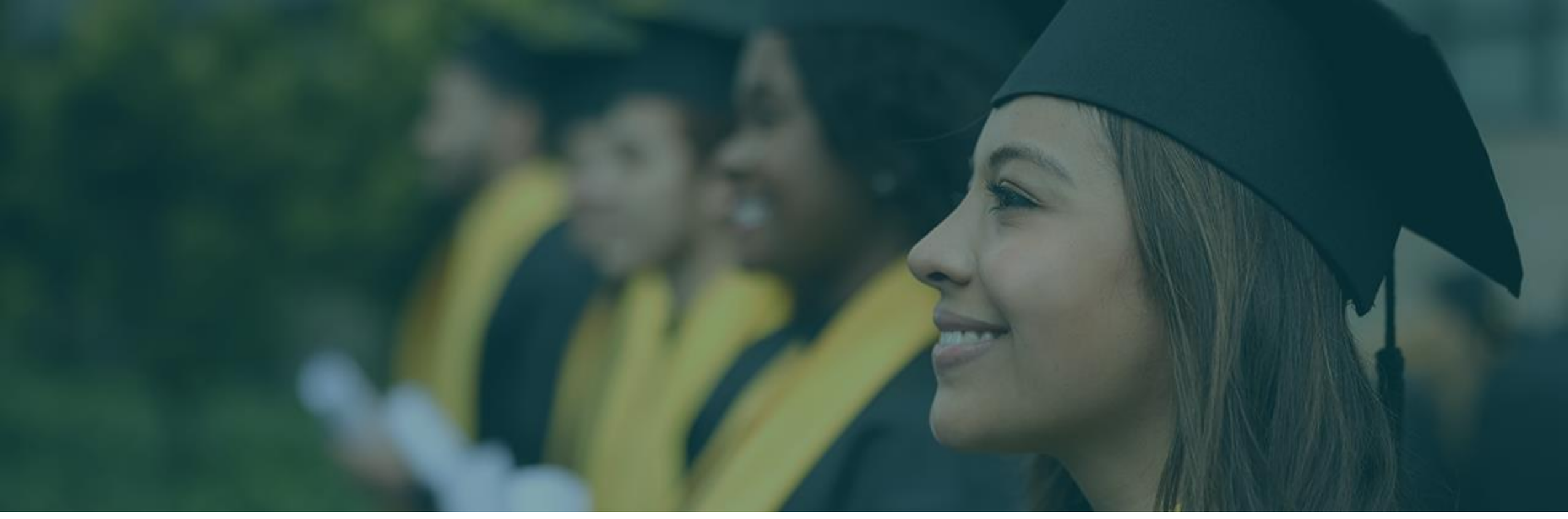
- This resource allows you to see what other districts are doing with their TIVA funds and be a source of inspiration when planning out programming.

Come chat with us during weekly EGMS office hours

- Discuss program topics and get support navigating EGMS

SSAE – Title IV, Part A PROGRAM TIMELINES

Event	Starts	Description	Due Date	Required
Title IV, Part A End of Year Progress Report in EGMS	May 01, 2026	The Title IV, Part A End of year report is a required for LEAs that participated in the program during the SY25-26. 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 SY26-27 CGA application approval.	LEAs who REAP or transferred 100% of their Title IV, Part A funds do *not* need to complete FP 284.
Consolidated Grant Application (CGA) in EGMS	August 2026	Title IV, Part A forms in the CGA are FP 211, sequence #20 & 21	Must be approved to submit a claim for SY26-27 funding.	Yes. Both forms are required for participating LEAs, except for LEAs who REAP or transfer 100% of Title IVA funds.
Submit a SY25-26 Claim	SY26-27 Pre-application	Funds must be obligated by 8/31/26. Budget revision deadline 10/15/26.	Final claim due 11/15/26.	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 Statewide meetings for timely updates and peer-to-peer support.

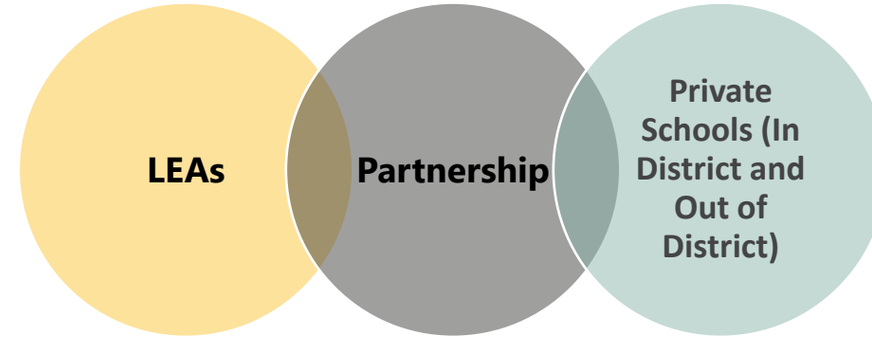
REAP and RLIS *Timelines*

Item	Description	Due Date	Required | Optional
Consolidated Grant Application **(CGA)**	• REAP - Application that allows eligible LEAs to use Title II, Part A and Title IV, Part funds in a more flexible manner. • RLIS - Application to apply for direct grant funds to eligible LEAs.	September	**Optional** and Recommended
2025-2026 RLIS End-of-Year Report	• RLIS End-of-Year Report for LEAs that received an allocation in the 2025-2026 school year.	End of September	**Required** for Granted LEAs

Equitable Services in Federal Programs

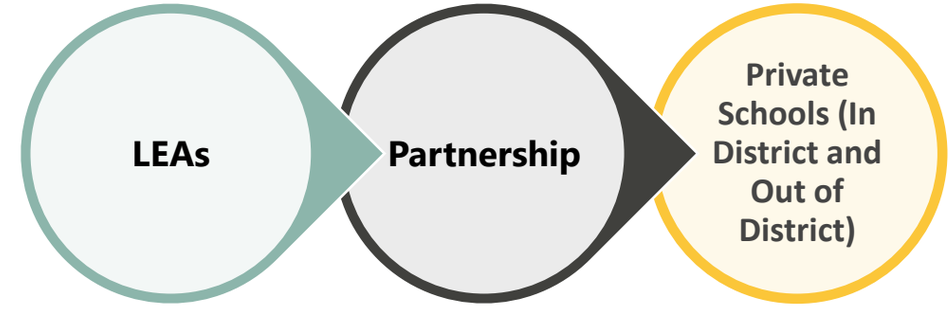
Consultation: ***A Partnership***

A collaborative process to ensure timely services for eligible students, teachers, staff and families.



- **Timely and meaningful:** Consultation must be timely and meaningful, covering specific topics the statute requires.
- **Aim for agreement:** The intended outcome is genuine agreements between the LEA and the private school.
- **Share data:** Sharing data is essential to identify eligible students and the funds they generate for Title I, Part A specifically.
- **Identify needs:** Academic data is needed to identify the students most in need of support, as well as the services most needful for the private school.

Consulting for **Equitable Services**



This collaborative process between educational entities is on-going and based on **shared planning, that includes responsive and accurate data reporting, to reach agreement** to ensure timely services and supports for eligible students, teachers, other instructional staff, and parents in private schools.

Equitable Services

The Basics

Page 10 of the Pre-Event Toolkit
Things to Remember Checklist

Allocations: How much funding is available?

- Title I, Part A – based on private school students who live in a Title IA-service public school attendance area (ESEA1117(c)).

Title VIII, Part F – based on proportional enrollment across the public district and participating private schools (ESEA8502(a)).

Secular, Neutral & Non-Ideological

- All services, materials, and equipment must be secular, neutral and non-ideological; and costs must be allowable, necessary and reasonable (ESEA 1117(a)(2); 8501(a)(2)).

Services – Not Funds

- Services to private schools should ideally begin at the same time as services begin in public schools.
- Services address needs identified by data – not just reading and math.

Quick Scenario: **You Don't Have to Do It Alone**

A new director realizes that several programs are serving the same schools and students. They want to avoid duplicating efforts and ensure supports are aligned.

What is the best next step?

A Develop separate plans for each program without consulting others.

B Wait until the end of the year to see what worked.

C Focus only on compliance requirements.

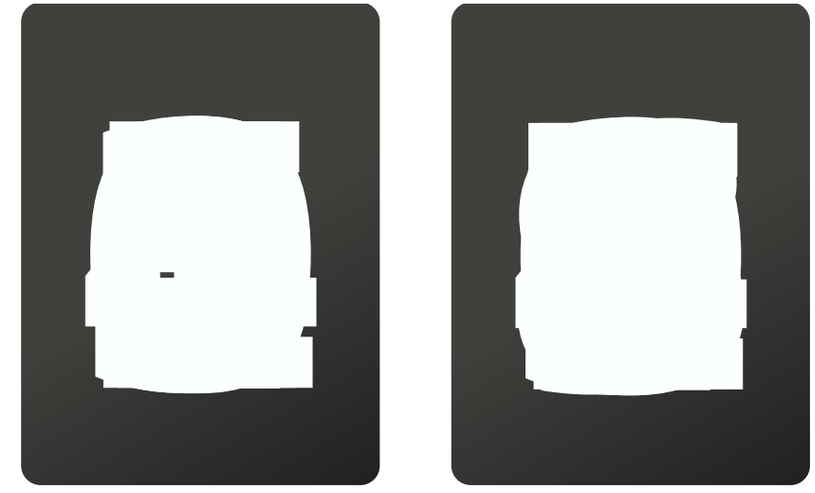
D Coordinate planning across programs, use available resources, and connect with program staff and peers. ✓

Key Takeaway: Strong programs are built through collaboration. Coordinated planning, shared resources, and ongoing technical assistance help maximize support for students, families, and schools.

Break (5 minutes)

TAKE A 5 MINUTE BREAK

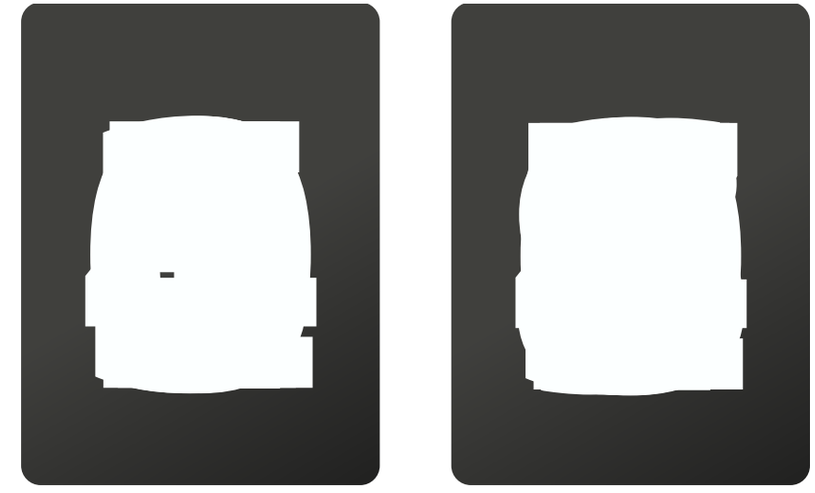
MINUTES



SECONDS

TAKE A 5 MINUTE BREAK

MINUTES



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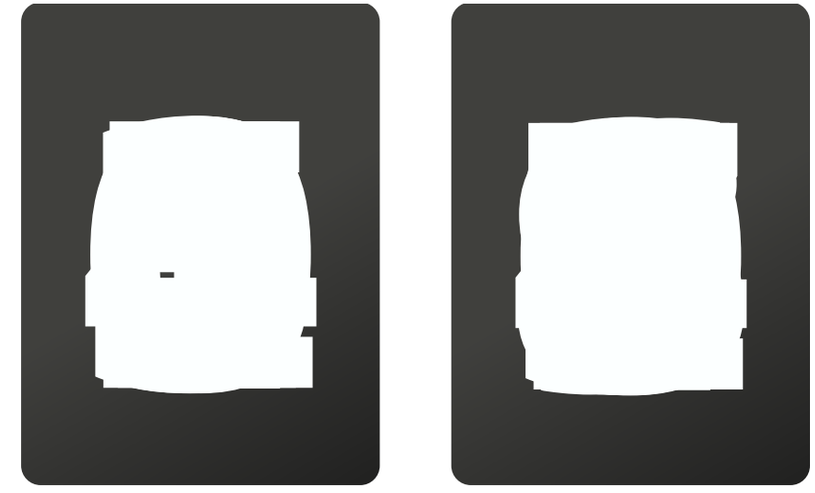

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TAKE A 5 MINUTE BREAK

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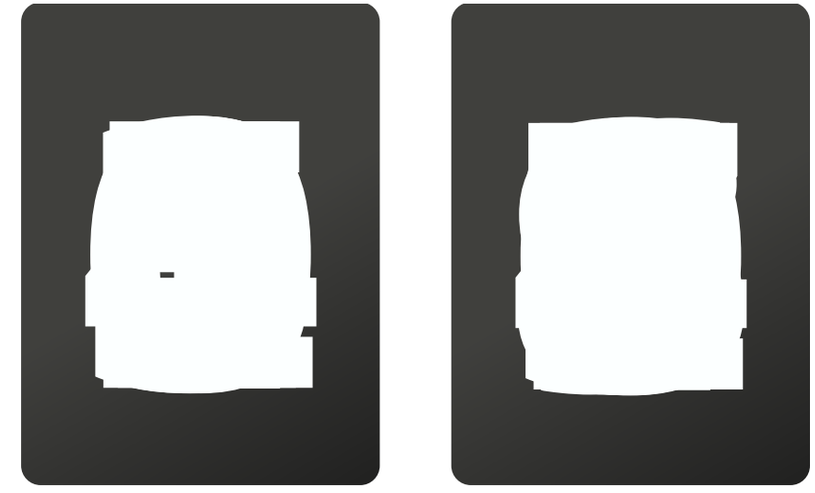
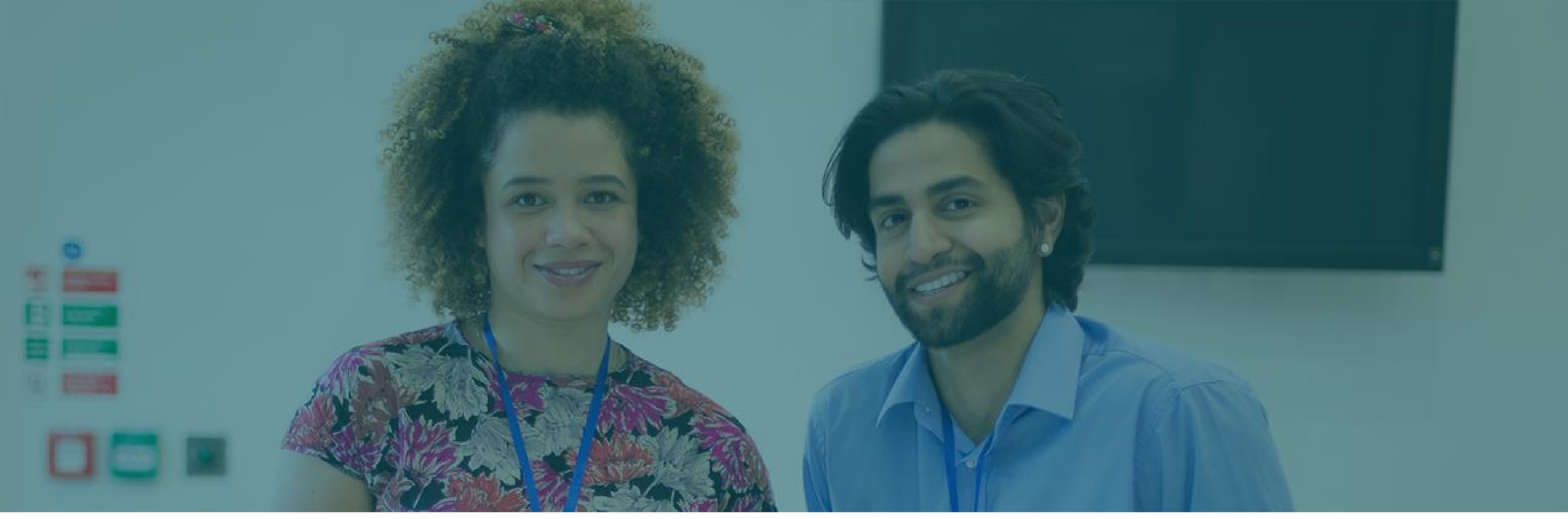


SECONDS



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

Real Talk from the Field: *Our Panelist*

ZILLAH SCHOOL DISTRICT

- **Justin Irion, Assistant Superintendent/Director of Special Programs**

1,333

Students Enrolled

2025-26 School Year

Kelso School District

We Are Kelso

- **Kim Yore, Director of Teaching and Learning**

5,135

Students Enrolled

2025-26 School Year

SHORELINE PUBLIC SCHOOLS

- **Dr. Ellen Kaje, Director of Categorical Programs and Academic Support**

9,668

Students Enrolled

2025-26 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 <1300

- **Zillah School District**
- Justin Irion

Medium LEA <5000

- **Kelso School District**
- Kim Yore

Large LEA >5000

- **Shoreline School District**
- Dr. Ellen Kaje

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, SI, 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?*

Page 11 of the Pre-Event Toolkit- *Your Reflections*

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

Visit each program or just the ones you need.

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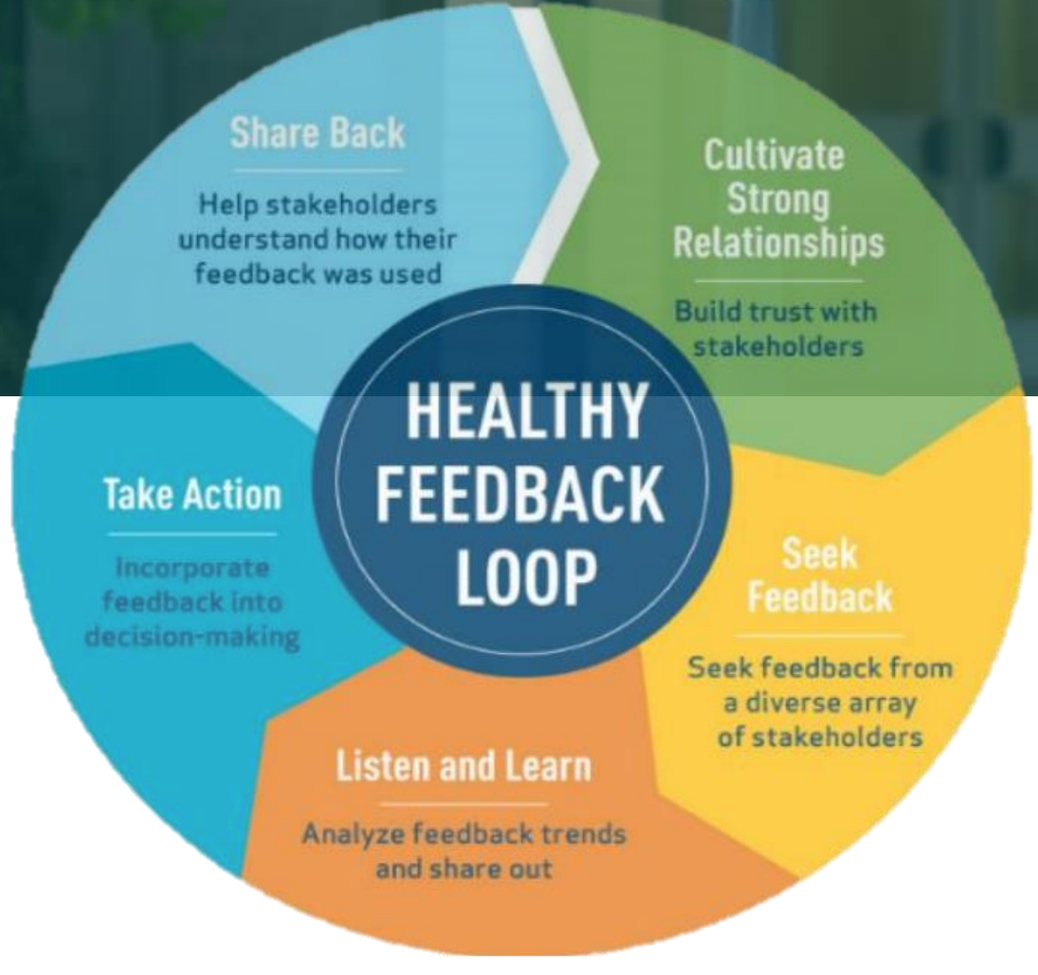
BREAKOUT ROOMS

1. Community and Family Engagement *(stay in the main room)*
2. Learning Assistance Program (LAP) | Integrated Supports
3. Title I 1003 School Improvement
4. Title I, Part I C Migrant Education
5. Title II, Part A
6. Title III Multilingual Education
7. Title IV, Part A
8. Equitable Services
9. EGMS | Title I, Part A | Rural Education



What is the *360-degree Communication Healthy Feedback Loop*

Stakeholder Engagement Across Programs

STATE AND FEDERAL PROGRAMS

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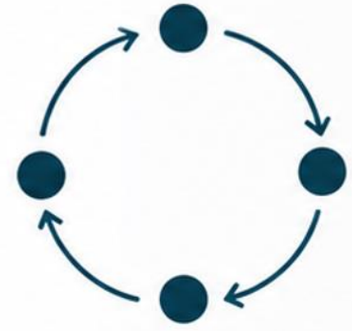
From *one-way to 360-degree* Communication

1. One-Way Communication

The school or district shares information with families, mainly to provide information.

2. Two-Way Communication



The school or district shares information, and families respond to confirm receipt or provide feedback.

3. 360° Communication

The organization creates space for discussion, listens to understand stakeholder perspectives, uses what it learns to take action, and shares back what changed.

Starting Point
Information flows in one direction.

Stronger
Information flows both ways.

Best Option

Moves from collecting input to using input and sharing back.
Best option for meaningful stakeholder engagement.

When Is 360 Communication Most Meaningful?

Use 360 Communication when stakeholder input should help shape a decision, strategy, or next step.

Increasing impact on decision-making

One-Way

Use when you need to share information.

Examples

- Announcement
- Reminder
- Deadline
- Update

Two-Way

Use when you need a response or quick feedback.

Examples

- Confirmation
- Quick survey
- Event feedback
- Check-in

360 Communication

Use when input should shape action and stakeholders need to hear back.

Examples

- SIP priority
- Attendance concern
- Family engagement need
- Program planning
- Root cause discussion

Bottom line: Use 360 Communication when you need to move from informing to listening, acting, and sharing back.

How the 360 Communication Loop Helps

1

Build Relationships

Who do we need to build trust with?

We build trust by showing up, listening consistently, and engaging authentically.

2

Collect Input

We intentionally gather input from a diverse group of stakeholders around a clear priority.

3

Understand Input

We analyze and synthesize what we heard to identify key themes and insights.

4

Take Action

We use the insights to inform decisions, set priorities, and take a meaningful action.

5

Share Back

We communicate what we did, why, and how input shaped the outcome.

1. WHO? → 2. ASK → 3. LISTEN → 4. ACT → 5. SHARE BACK

Families share that work schedules, transportation, and language access are barriers.

Start Small:
One Priority, One Question, One Next Step

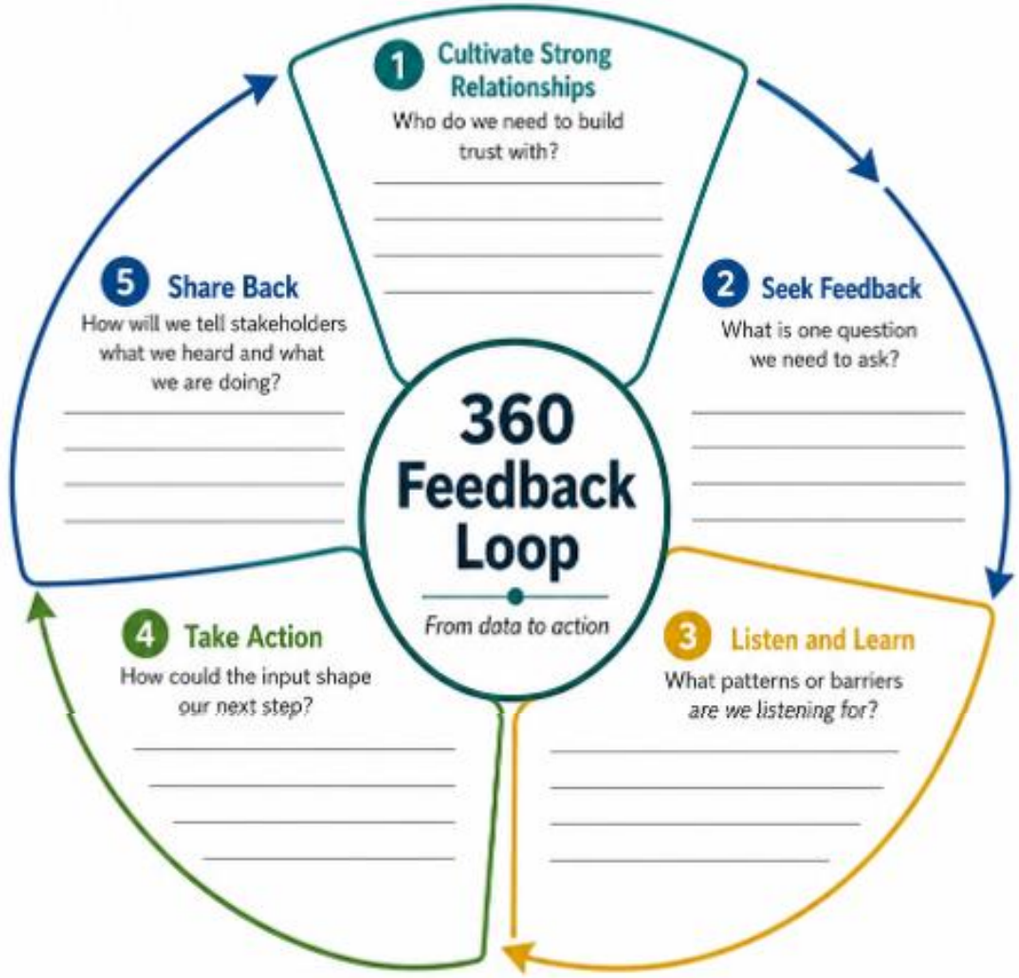
Schools do not need to create a large engagement system all at once.

360 Feedback Loop Handout

Start small: one priority, one question, one next step.

Use this handout to connect a school or LEA priority to stakeholder engagement and school improvement.

School/LEA: _____ **Priority or SIP Goal:** _____ **Data/Need:** _____



If you do not have a priority yet, try one of these examples:

- Family voice in SIP planning
- Attendance and belonging

My One Next Step

_____

_____

360 Feedback Loop Worksheet

Filled-Out Anchor Example: Attendance and Belonging

Use this example to see how one school/LEA priority can move from data to action.

School/LEA: Example Middle School

Priority or SIP Goal: Improve regular attendance and student belonging

Data/Need: Grade 6 chronic absenteeism increased

1 Cultivate Strong Relationships

Who do we need to build trust with?

Grade 6 students and families, especially students who missed 10% or more of school days. Include advisory teachers, attendance staff, counselors, family liaisons, and community partners who already have relationships with families.

2 Seek Feedback

What is one question we need to ask?

What makes it hard for students to attend school regularly, and what would help students feel more connected and supported at school?

3 Listen and Learn

What patterns or barriers are we listening for?

Transportation, health, family responsibilities, school climate, peer relationships, safety, communication, language access, and whether students feel connected to adults at school. Also listen for strengths and trusted relationships.

4 Take Action

How could the input shape our next step?

Adjust the SIP attendance strategy by adding a Grade 6 check-in system, improving family communication, connecting families to resources, strengthenice transition supports, or identifying trusted adults for students who feel disconnected.

5 Share Back

How will we tell stakeholders what we heard and what we are doing?

Share a short 'You said. We heard. We are doing.' update with families, students, and staff. Summarize themes, name actions, and explain how attendance and belonging will be monitored.

360 Feedback Loop

From data to action

If you do not have a priority yet, try one of these examples:

- Family voice in SIP planning
- Attendance and belonging
- Staff capacity to engage families

My One Next Step

Schedule a short listening session or targeted family/student feedback opportunity for Grade 6 attendance and belonging before finalizing or revising the SIP attendance strategy.

Examples of **Tools Already Available**

Authentic Family and Community Engagement Modules
Use to build shared understanding and connect engagement to school systems.

360 Communication Strategy
Use to plan two-way communication connected to a SIP priority.

WASFEC School-based Learning Modules and Tools
Use with school teams to self-assess current practices, explore strategies, and create an action plan.

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