2013-14 Title I, Part A & LAP
New Directors Workshop

Follow Up: Preparing for the
2014-15 School Year
Year at a Glance:
Title I Part A
Ongoing activities

• **Private School Services**: Conduct and monitor services for 2013–14 school year.

• **Report students** receiving and/or exiting Title I, Part A services each month (or designated district schedule) for upload to CEDARS.

• **Consolidated Program Reviews (CPR)**: Educational Service District (ESD) 123, Pasco and Northwest ESD 189, Anacortes. Prepare CPR materials for OSPI access *(January through May)*.

February - July 2014

- **February:** Private School Intent to Participate opens on EDS for private school completion and district review
  - Begin private school consultation process for 2013–14

- **March:** Funding Reallocations (email to eligible districts)
  - Reallocation applications, iGrants FP 355, due

- **March:** Districts with approved private schools must have completed responsibilities outlined in OSPI Private School Bulletin, B069-13

- **May:** Notification of preliminary Title I, Part A allocations
  - Begin Title I, Part A Substantially Approvable Status process in iGrants, FP201 (SAS Due Date, July 1)
Title I, Part A
Carryover Form
Package 200 and 201
Budget Revision
### Title I, Part A Carryover Funds Process

**FP 200 Table – District Directions**

<table>
<thead>
<tr>
<th>School District Scenario</th>
<th>FP 200</th>
<th>FP 201</th>
</tr>
</thead>
<tbody>
<tr>
<td>District with no carryover</td>
<td>No action required</td>
<td>No action required</td>
</tr>
<tr>
<td>District with a 2012-13 allocation of less than $50,000 and has carryover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- District claims all carryover.</td>
<td>No action required</td>
<td>Complete budget revision</td>
</tr>
<tr>
<td>- District claims partial carryover.</td>
<td>Complete Section A on page 2 &amp; submit</td>
<td>Complete budget revision after notification from OSPI Title I Office</td>
</tr>
<tr>
<td>- District claims no carryover.</td>
<td>Complete Section A on page 2 &amp; submit</td>
<td>No action required</td>
</tr>
<tr>
<td>District with a 2012-13 allocation of more than $50,000 and 15% or less carryover</td>
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<td></td>
</tr>
<tr>
<td>- District claims all carryover.</td>
<td>No action required</td>
<td>Complete &amp; submit budget revision</td>
</tr>
<tr>
<td>- District claims partial carryover.</td>
<td>Complete Section A on page 2 &amp; submit</td>
<td>Complete budget revision after notification from OSPI Title I Office</td>
</tr>
<tr>
<td>- District claims no carryover.</td>
<td>Complete Section A on page 2 &amp; submit</td>
<td>No action required</td>
</tr>
<tr>
<td>District with a 2012-13 allocation of more than $50,000 and carryover greater than 15%</td>
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<td></td>
</tr>
<tr>
<td>- District claims all or partial carryover in excess of 15%.</td>
<td>Complete Section B on page 2 &amp; submit</td>
<td>Complete budget revision after notification from OSPI Title I Office</td>
</tr>
<tr>
<td>- District claims no carryover in excess of 15%.</td>
<td>Complete Section B on page 2 &amp; submit</td>
<td>Complete budget revision &amp; submit</td>
</tr>
</tbody>
</table>
Schoolwide Plan and Indistar Action Tool
Title I Schoolwide Plans and Indistar Tool - Priority, Focus and Emerging Schools

• Each Title I Schoolwide school identified as Priority, Focus or Emerging by OSPI’s Office of Student and School Success must coordinate and integrate the school’s Title I Schoolwide Plan with the Indistar Action Plan Tool. Directions and web-based form are included on Indistar.

• All Priority, Focus or Emerging Title I Schoolwide schools must upload their current operating (2013-14) Title I Schoolwide Plan into the Indistar Action Plan Tool no later than February 28.

• Title I Schoolwide Components 1, 2, 3, 5 and 10 do not have corresponding Indistar Indicators and must have implementation evidence in their corresponding Indistar Action Plan Tool folders by February 28.

• Title I Schoolwide Components 4, 6, 7, 8 and 9 must be addressed and have supplemental evidence uploaded into the Indistar Action Plan Tool through corresponding indicators by May 30.

• Completing the Indistar Action Plan Tool does not suffice or take the place of a Title I Schoolwide Program Plan.
Substantially Approvable Status FP 201
Private Schools Intent to Participate in Title I Part A and other Federal Programs
Private School Participation

- If the Title I, Part A program is available to the public school district students and teachers, then the opportunity is available to private school students and teachers on an equitable basis.

  - NCLB Section 1120 – Participation of Students Enrolled in Private Schools
  - 34 CFR 200.62-67
Private School Requirements

• ESEA requires equitable services to eligible private school students and their parents and teachers.

• Consultation with private schools must occur before decisions are made about the services and programs to be offered.

• Needs of private school students, parents, and teachers are determined separately from those of public school students, parents and teachers.
Consultation

- Consultation between the school district and private schools occurs during the design and development of the services.
  
  - Must be timely and meaningful.
  - Must take place on an annual basis, and be documented by the district: sign in sheets, agenda, written affirmation.
  - Must continue throughout the year, to ensure the needs of private school students are being met.
Funding and Services

• **Private School Allocation**
  - Generated by the number of private school, low-income students residing in Title I, Part A-served public school attendance areas.

• **Eligible Private School Student**
  - Resides in a participating Title I, Part A public school attendance area.
  - Selected on academic need. [34 CFR 200.62]

• **Title I, Part A Services**
  - Always “targeted assistance”.
Private School Participation

- **Examples of Services**
  - Instructional services outside the regular classroom.
  - Extended learning time (before/after school and in the summer).
  - Family literacy programs.
  - Counseling programs.
  - Early childhood.
  - Home tutoring.
  - Computer-assisted instruction.

[Non-Regulatory Guidance B37 & B38]
Rules of Service Delivery

- All services are provided by and under the control and supervision of the school district.

- Services for private school children must begin at the same time as services for public school children.

  [Non-Regulatory Guidance B39 & B40]
Rules of Service Delivery

- The school district maintains control of all materials, supplies, equipment, and property acquired with Title I, Part A funds for the benefit of eligible private school students.
  
  [34 CFR 200.67]

- Key word is services. No public funds are distributed to private schools, only services and materials.

  [Non-Regulatory Guidance B-28]
LAP Updates

- Notification will be sent to school district LAP coordinators and contacts identified on iGrants Form Packages 218 and 201.
LAP Reporting for 2014
Changes to LAP reporting

• Requires districts to provide an annual report to OSPI (August 1, 2014 and each August thereafter) which includes:
  • Amount of academic growth gained by students in LAP.
  • Number of students who gained at least one year of growth.
  • Specific LAP best practices and strategies used by each school.
Strengthening Student Educational Outcomes (ESSB 5946)

English Language Arts
Strengthening Students Educational Outcomes (ESSB 5946) English Language Arts

2014-15
- Panel of experts, including WSIPP, to develop a menu of ELA best practices and strategies designed to assist struggling readers by the end of fourth grade
- The menu will be published by July 1, 2014 and reviewed annually

2015-16
- For any student who received a score of basic or below basic on the third grade student assessment in English/Language Arts in the previous school year (Spring 2015 state assessment), the district must implement an intensive reading and literacy improvement strategy from the ELA Best Practices and Strategies Menu
- In any school where more than 40% of their tested third grade students received a score of basic or below basic on the 3rd grade ELA student assessment in the previous year, must implement an intensive reading and literacy improvement strategy from the ELA Best Practices and Strategies Menu or an alternate strategy as approved by OSPI for all students in kindergarten through fourth grade
- Review Menu and update by July 1, 2015

2016-17
- Implement an intensive reading and literacy improvement strategy from the ELA Best Practices and Strategies Menu or an alternate strategy as approved by OSPI for all students in kindergarten through twelfth grade
- Review Menu and update by July 1, 2016
LAP Scenarios
Procedures to Identify K-4 Reading Focus

Parameters for use of LAP Funds

* Optional 5% set aside of total LAP allocation for allowable Readiness to Learn program/activities - district decision
* LAP funds must be used to provide K-4 reading interventions for all students at or below basic on state and local assessments.
* If LAP funds remain after funding all K-4 reading interventions for students, district may use them for additional allowable activities

Step 1: K-4 Reading Focus

* Identify K-4 students at basic or below basic in reading in each building
* Identify what is keeping students from achieving state and local standards
* Identify learning needs/interventions per building
* Design program of strategies and practices in each building to meet K-4 students' reading needs
* Cost out program strategies and practices per building for K-4 reading focus

Step 2: K-12 District Needs

* Needs Assessments/Intervention - reading, math, language arts and readiness in these areas
  * Use state and local assessments
* Identify extended opportunities for 11-12 grade students at risk of not meeting district graduation standards - credit retrieval
* Identify K-12 extended opportunities for struggling learners in reading, math, lang arts, & readiness in these areas
* Design program of strategies and practices to meet students learning needs in reading, language arts & math, and readiness in these areas
* Cost out program of strategies and practices for students’ learning needs

Step 3: Coordination of State, Federal and Local Funding

* Assure all buildings are assigned BEA funds first
* Assign LAP funds, per building, to provide K-4 Reading Focus program needs of students at or below basic on state and local assessments
* Allocate remaining LAP funds for other activities as allowed, if applicable.
* Use Title I funds for allowable supplemental activities in reading, language arts and math in Title I participating buildings
# LAP Scenario #1

**Small District with 1 Building per Grade Span and less than 1,000 Students**

## Funding without LAP requirements for K-4 reading focus

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Grd Span</th>
<th>Bldg Enroll</th>
<th>Bldg Low Inc.</th>
<th>% Pov</th>
<th>Title I Elig</th>
<th>Title I Served</th>
<th>School wide Program</th>
<th>Title I Allocation</th>
<th>PPA</th>
<th>Rank Basis</th>
<th>LAP Served</th>
<th>LAP Allocation</th>
<th>Reading - % K-4 students at or below basic</th>
<th>PFE School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>K-6</td>
<td>278</td>
<td>127</td>
<td>45.68</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>80,000</td>
<td>630</td>
<td>&lt; 1000</td>
<td>No</td>
<td>0</td>
<td>20%</td>
<td>na</td>
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<tr>
<td>Middle/High School</td>
<td>7-12</td>
<td>300</td>
<td>129</td>
<td>43</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>0</td>
<td>na</td>
<td>Yes</td>
<td>70,000</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
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</table>

**Considerations:**
- District has less than 1,000 students
- Elementary school is a Title I Schoolwide program.
- Approximately 40 students will meet K-4 reading criteria for LAP services.
- Estimated cost of K-4 reading program is $40,000.

## Possible solution for reallocation of LAP and Title I funds with LAP K-4 Focus

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Grd Span</th>
<th>Bldg Enroll</th>
<th>Bldg Low Inc.</th>
<th>% Pov</th>
<th>Title I Elig</th>
<th>Title I Served</th>
<th>School wide Program</th>
<th>Title I Allocation</th>
<th>PPA</th>
<th>Rank Basis</th>
<th>LAP Served</th>
<th>LAP Allocation</th>
<th>Reading - % K-4 students at or below basic</th>
<th>PFE School</th>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>K-6</td>
<td>278</td>
<td>127</td>
<td>45.68</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>50,000</td>
<td>394</td>
<td>&lt; 1000</td>
<td>Yes</td>
<td>40,000</td>
<td>20%</td>
<td>na</td>
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<tr>
<td>Middle/High School</td>
<td>7-12</td>
<td>300</td>
<td>129</td>
<td>43</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>30,000</td>
<td>232</td>
<td>&lt; 1000</td>
<td>Yes</td>
<td>30,000</td>
<td>na</td>
<td>na</td>
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</table>

**LAP Funds**
- * K-4 Reading
- * Credit Retrieval (grades 11-12); 7-12 Reading, Writing, Math

**Title I Funds**
- * 5-6 Reading; K-6 Writing, Math and Science
- 7-12 Reading, Writing and Math
**LAP Scenario #2**
Small District with 1 Building per Grade Span

### Funding without LAP requirements for K-4 reading focus

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Grd Span</th>
<th>Bldg Enroll</th>
<th>Bldg Low Inc.</th>
<th>% Pov</th>
<th>Title I Elig</th>
<th>Title I Served</th>
<th>School wide Program</th>
<th>Title I Allocation</th>
<th>PPA</th>
<th>Rank Basis</th>
<th>LAP Served</th>
<th>LAP Allocation</th>
<th>Reading - % K-4 students at or below basic</th>
<th>PFE School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>K-6</td>
<td>489</td>
<td>224</td>
<td>45.8</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>120,000</td>
<td>Grade Span</td>
<td>No</td>
<td></td>
<td>0</td>
<td>20%</td>
<td>na</td>
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<tr>
<td>Middle/High School</td>
<td>7-12</td>
<td>648</td>
<td>195</td>
<td>30.1</td>
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<td>No</td>
<td>No</td>
<td>0</td>
<td>na</td>
<td>Yes</td>
<td>110,000</td>
<td>na</td>
<td>na</td>
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</tbody>
</table>

**Considerations:**
- District Poverty Average = 36.8%
- Elementary School is a Title I Schoolwide program.
- Approximately 70 students meet K-4 reading criteria for LAP services.
- Estimated K-4 reading program cost is $90,000.
- Middle/High School less than 35% poverty level - is Title I eligible using Feeder School Rule/Title I ranking.

### Possible solution for reallocation of LAP and Title I funds with LAP K-4 Focus

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Grd Span</th>
<th>Bldg Enroll</th>
<th>Bldg Low Inc.</th>
<th>% Pov</th>
<th>Title I Elig</th>
<th>Title I Served</th>
<th>School wide Program</th>
<th>Title I Allocation</th>
<th>PPA</th>
<th>Rank Basis</th>
<th>LAP Served</th>
<th>LAP Allocation</th>
<th>Reading - % K-4 students at or below basic</th>
<th>PFE School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>K-6</td>
<td>489</td>
<td>224</td>
<td>45.8</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>40,000</td>
<td>Grade Span</td>
<td>Yes</td>
<td>90,000</td>
<td>20%</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Middle/High School</td>
<td>7-12</td>
<td>648</td>
<td>195</td>
<td>30.1</td>
<td>No/Ye s</td>
<td>Yes</td>
<td>No</td>
<td>80,000</td>
<td>Feeder Rule</td>
<td>Yes</td>
<td>20,000</td>
<td>na</td>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

**LAP Funds**
- * K-4 Reading
- * Credit Retrieval (grades 11-12); 7-12 Reading, Writing, Math

**Title I Funds**
- * 5-6 Reading; K-6 Writing, Math and Science
- 7-12 Reading, Writing and Math
### LAP Scenario #3: Multiple School Buildings at all Grade Level Spans

**Funding without LAP K-4 Reading Requirements**

(District Title 1 Allocation - $2,677,162 and District LAP Allocation - $3,200,000)

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Grd Span</th>
<th>Bldg Enroll</th>
<th>Bldg Low Inc.</th>
<th>% Pov</th>
<th>Title I Elig</th>
<th>Title I Served</th>
<th>School wide Program</th>
<th>2013-14 Title I Building Allocations</th>
<th>PPA</th>
<th>Title I Rank Basis</th>
<th>2013-14 LAP Served</th>
<th>2012-13 LAP Bldg Allocations Reading - Number of K-4 students at or below basic</th>
<th>PFE School</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Elem</td>
<td>K-5</td>
<td>784</td>
<td>682</td>
<td>86.99</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>535,370</td>
<td>785</td>
<td>75% Rule</td>
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<td>$0</td>
<td>280</td>
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<td>#2 Elem</td>
<td>K-5</td>
<td>773</td>
<td>588</td>
<td>76.07</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>446,880</td>
<td>760</td>
<td>75% Rule</td>
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<td>$0</td>
<td>200</td>
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<tr>
<td>#3 Elem</td>
<td>Pk-5</td>
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<td>Yes</td>
<td>Yes</td>
<td>315,240</td>
<td>740</td>
<td>75% Rule</td>
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<td>$0</td>
<td>180</td>
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<td>Happy Middle</td>
<td>6-8</td>
<td>817</td>
<td>576</td>
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<td>No</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>Yes</td>
<td>$0</td>
<td>NA</td>
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<td>Spring High</td>
<td>9-12</td>
<td>209</td>
<td>147</td>
<td>70.33</td>
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<td>No</td>
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<td>0</td>
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<td>Yes</td>
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<td>#4 Elem</td>
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<td>436</td>
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<td>Yes</td>
<td>Yes</td>
<td>224,540</td>
<td>515</td>
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<td>#5 Elem</td>
<td>K-5</td>
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<td>505</td>
<td>67.88</td>
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<td>Yes</td>
<td>Yes</td>
<td>255,025</td>
<td>505</td>
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<td>608</td>
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<td>0</td>
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<td>No</td>
<td>No</td>
<td>0</td>
<td>0</td>
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<td>No</td>
<td>$0</td>
<td>60</td>
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<td>#7 Elem</td>
<td>K-5</td>
<td>558</td>
<td>281</td>
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<td>No</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>No</td>
<td>$0</td>
<td>100</td>
</tr>
<tr>
<td>Bashful Middle</td>
<td>6-8</td>
<td>793</td>
<td>345</td>
<td>43.51</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>Yes</td>
<td>$51,600</td>
<td>NA</td>
</tr>
<tr>
<td>#8 Elem</td>
<td>K-5</td>
<td>440</td>
<td>173</td>
<td>39.32</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>No</td>
<td>$0</td>
<td>100</td>
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<td>#9 Elem</td>
<td>K-5</td>
<td>610</td>
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<td>No</td>
<td>No</td>
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<td>No</td>
<td>No</td>
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<td>NA</td>
<td>NA</td>
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<td>45</td>
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<td>#11 Elem</td>
<td>K-5</td>
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<td>20.68</td>
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<td>No</td>
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<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>No</td>
<td>$171,000</td>
<td>NA</td>
</tr>
</tbody>
</table>

Considerations for allocating LAP funds with Title I funds:

* 5 schools are NOT eligible for Title I funds
* 3 of 5 schools that are NOT eligible for Title I funding are schools with grades K-4
* 11 elementary schools with grades K-4 students must have LAP funded reading program activities/strategies for K-4 students at or below assessments
* LAP funds must first focus on meeting reading needs of K-4 students at or below basic on state and local assessments
* Title I may supplement LAP funded K-4 Reading Focus Programs if not enough LAP funds are available to fund at 100%
* Identify K-4 reading interventions needed at each building before costing out programs and assigning funds to buildings
LAP Scenario #3: Multiple School Buildings at all Grade Level Spans

Example Reallocation of LAP and Title I Funds with K-4 Reading Requirements

(District Title I Allocation = $2,677,162 and District LAP Allocation = $3,200,000)

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Grade Span</th>
<th>Bldg Enroll</th>
<th>Bldg Low Inc.</th>
<th>% Pov</th>
<th>Title I Elig</th>
<th>Title I Served</th>
<th>Title I Rank Basis</th>
<th>PPE</th>
<th>PROPOSED Title I Allocation</th>
<th>2014-15 LAPServed</th>
<th>2014-15 PROPOSED LAP Allocation 100% / 80%</th>
<th>2014-15 Number of K-4 students at or below basic</th>
<th>PFE</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Elem</td>
<td>K-5</td>
<td>784</td>
<td>682</td>
<td>86.99</td>
<td>Yes</td>
<td>Yes</td>
<td>75% Rule</td>
<td>$250</td>
<td>$170,500</td>
<td>Yes</td>
<td>$733,400 / $586,720</td>
<td>280</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>#2 Elem</td>
<td>K-5</td>
<td>773</td>
<td>588</td>
<td>76.07</td>
<td>Yes</td>
<td>Yes</td>
<td>75% Rule</td>
<td>$250</td>
<td>$147,000</td>
<td>Yes</td>
<td>$520,600 / $416,480</td>
<td>200</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>#3 Elem</td>
<td>Pk-5</td>
<td>562</td>
<td>426</td>
<td>75.80</td>
<td>Yes</td>
<td>Yes</td>
<td>75% Rule</td>
<td>$250</td>
<td>$106,500</td>
<td>Yes</td>
<td>$471,200 / $376,960</td>
<td>180</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Happy Middle</td>
<td>6-8</td>
<td>817</td>
<td>576</td>
<td>70.50</td>
<td>Yes</td>
<td>No</td>
<td>Grade Span 6-8</td>
<td>$240</td>
<td>$138,240</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Spring High</td>
<td>9-12</td>
<td>209</td>
<td>147</td>
<td>70.33</td>
<td>Yes</td>
<td>No</td>
<td>Grade Span 9-12</td>
<td>$230</td>
<td>$33,810</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>#4 Elem</td>
<td>K-5</td>
<td>631</td>
<td>436</td>
<td>69.10</td>
<td>Yes</td>
<td>Yes</td>
<td>Grade Span K-5</td>
<td>$190</td>
<td>$82,840</td>
<td>Yes</td>
<td>$520,600 / $416,480</td>
<td>200</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>#5 Elem</td>
<td>K-5</td>
<td>744</td>
<td>505</td>
<td>67.88</td>
<td>Yes</td>
<td>Yes</td>
<td>Grade Span K-5</td>
<td>$190</td>
<td>$95,950</td>
<td>Yes</td>
<td>$471,200 / $376,960</td>
<td>180</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Sneezy Middle</td>
<td>6-8</td>
<td>903</td>
<td>608</td>
<td>67.33</td>
<td>Yes</td>
<td>No</td>
<td>Grade Span 6-8</td>
<td>$240</td>
<td>$145,920</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Summer High</td>
<td>9-12</td>
<td>2031</td>
<td>1293</td>
<td>63.66</td>
<td>Yes</td>
<td>No</td>
<td>Grade Span 9-12</td>
<td>$230</td>
<td>$297,390</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>#6 Elem</td>
<td>K-5</td>
<td>637</td>
<td>362</td>
<td>56.83</td>
<td>Yes</td>
<td>Yes</td>
<td>Grade Span K-5</td>
<td>$190</td>
<td>$68,780</td>
<td>Yes</td>
<td>$155,800 / $124,640</td>
<td>60</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>#7 Elem</td>
<td>K-5</td>
<td>558</td>
<td>281</td>
<td>50.36</td>
<td>Yes</td>
<td>No</td>
<td>Grade Span K-5</td>
<td>$190</td>
<td>$53,390</td>
<td>Yes</td>
<td>$262,200 / $209,760</td>
<td>100</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Bashful Middle</td>
<td>6-8</td>
<td>793</td>
<td>345</td>
<td>43.51</td>
<td>Yes</td>
<td>No</td>
<td>Grade Span 6-8</td>
<td>$240</td>
<td>$82,800</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>#8 Elem</td>
<td>K-5</td>
<td>440</td>
<td>173</td>
<td>39.32</td>
<td>Yes</td>
<td>No</td>
<td>Grade Span K-5</td>
<td>$190</td>
<td>$32,870</td>
<td>Yes</td>
<td>$262,200 / $209,760</td>
<td>100</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>#9 Elem</td>
<td>K-5</td>
<td>610</td>
<td>175</td>
<td>28.69</td>
<td>No</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>$155,800 / $124,640</td>
<td>60</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Sleepy Middle</td>
<td>6-8</td>
<td>833</td>
<td>189</td>
<td>22.69</td>
<td>No</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>#10 Elem</td>
<td>K-5</td>
<td>565</td>
<td>122</td>
<td>21.59</td>
<td>No</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>$117,800 / $94,240</td>
<td>45</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>#11 Elem</td>
<td>K-5</td>
<td>651</td>
<td>116</td>
<td>20.68</td>
<td>No</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>$129,200 / $103,360</td>
<td>50</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Winter High</td>
<td>9-12</td>
<td>2103</td>
<td>368</td>
<td>17.50</td>
<td>No</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,455,990</td>
<td>TOTAL = $3,800,000 / $3,040,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## LAP Scenario #3
### Multiple School Buildings at all Grade Level Spans

### K-4 Reading Program Cost Considerations

- District chooses to use 5% ($160,000) of total LAP allocation of $3,200,000 for Readiness to Learn
- Data Analysis - Evaluation of K-4 student assessment results at or below basic and reading deficiencies for same students at each building
  - Identification of K-4 students at or below basic on state and local assessments
  - Identification of underlying reasons for K-4 students at or below basic
- Process to conduct identification of practices and strategies that address student learning needs at building level
- Process to design program of strategies and practices specific to each building
- New or additional intervention materials
- Professional development for teachers and paraprofessionals providing direct instruction
- Teacher and paraprofessional time for direct instruction (cost factor = student/teacher ratio based on student learning needs)
- Regular staff meetings and planning time for LAP teachers, paraprofessionals (can include subs where needed, extra time for LAP staff)
- K-4 program management at district office
- K-4 program management at building - lead teacher or other
- After school transportation costs, if applicable

* This scenario indicates that total amount to fund the LAP required K-4 Reading Program Focus totals $3,800,000
* Total amount of LAP funds available after deducting 5% for Readiness to Learn is $3,040,000 (80% of funds required for LAP program)
* LAP Focused reading programs must be equivalent at each building
* LAP building allocations total all program costs to support LAP K-4 reading focus, including district level activities and supports which may be deducted proportionately from buildings involved in activities and supports and maintained in district budget.

* Title I may supplement K-4 Reading Focus at 20% for remaining schools eligible for Title I funding

### Title I Funds

- District has a total allocation of $2,677,162
- District anticipates program administrative costs, set-aside for Focus School support, parent involvement activities, indirect costs, summer school, and professional development to total approximately $721,172
- District retains $500,000 to provide additional support to Title I served buildings as needed to improve achievement for struggling students
- To augment rank order allocations, the district may fund some Title I activities with funds held at the district office.
- Approximate remaining building allocation totals $1,455,990
Title I/LAP on the Web
Refresh + Some New Pages
Title I/LAP on the Web
Let Me Know What You Need Online

Jacqueline.wyatt@k12.wa.us
(360) 724-6435
Citizen Complaint Process

Penélope Mena, Program Supervisor Title I, Part A/LAP
Title I, Part A
and Learning Assistance Program (LAP)
Consolidated Program Review & Other State/Federal Programs

Title I, Part A is a federal program that serves the unique needs of children — kindergarten to grade 12 — who struggle to learn. Title I programs and services enrich time at school with customized instruction and curricula that help these students meet academic standards and take an active, engaged interest in what they learn and can do.

Eligible districts often supplement the allocation they get through Washington state’s Basic Education Act (BEA) with federal dollars available through Title I, Part A and funds allocated through the state’s Learning Assistance Program (LAP). Title I and LAP funding never replaces (supplants) BEA dollars.

Program Title I, Part A Services at Your School
2013-14 Year-at-a-Glance | BEA Flexibility Waiver | Annual Measurable Objectives | Schoolwide | Indistar & Schoolwide | Targeted Assistance | Principal Attestations | Combine Funds 8054-12 | Family Involvement

Grant Management for Title I, Part A Programs
Guidance & Laws | OMRA A-87 Revised | Time & Effort 8051-11 Standards & (FAQ) | Combine Funds 8054-12 & Guidelines

As the oldest and largest federal education program, Title I programs build equity of opportunity for children whose struggles often keep them on the academic sidelines.
Citizen Complaint Process

Citizen Complaints – Federal Programs

Complaints that Allege Discrimination — Equity and Civil Rights

Complaints Related to Federal Programs
A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.

- Anyone can file a citizen complaint.
- There is no special form.
- There is no need to know the law that governs a federal program to file a complaint.

File a Citizen Complaint Against a School District, ESD or Other School Service Provider
This page outlines the 5-step process through which a citizen can file a complaint against a school district, educational service district (ESD) or other school service provider (subcontractor).

File a Citizen Complaint Against OSPI
This page outlines the 4-step process through which a citizen can file a complaint against OSPI.

Federal Programs @OSPI
- Title I, Part A Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part D Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risks
- Title II, Part A Teacher and Principal Training and Recruiting
- Title VI, Part B, Subgrantee 2 Rural and Low-Income Schools

Other Resources & Organizations
Questions related to discrimination and professional practices

Ask a Question
Citizen Complaint Process

Online
- Online
- Phone (360) 725-6100 | TTY (360) 664-3631 | FAX (360) 586-3305

Mail Your Question
Attn: Citizen Complaint - Title I, Part A
Office of Superintendent of Public Instruction
P.O. Box 47200
Olympia, WA 98504

Citizen Complaint against a School District, ESD or Other School Service Provider
- Download & Print

Citizen Complaint against OSPI
- Download & Print

For more information:
(360) 725-8100
Citizen Complaint Process

Websites

- Citizen Complaint Process Against School Districts, ESD’s or Subgrantee (School Service Providers).
- Citizen Complaint Against OSPI

- Check and balances
  - Title I, Part A: Services
- Dissemination strategies
  - Various formats: school handbook, handout, posting, email, Web link, Newsletter, etc.
Things you should know

- Parents & community must go through the **local complaint process first**:

  School Level
  
  Principal

  School District Level
  
  Superintendent

- Next....
Citizen Complaint Process

Federal Program at OSPI

Title I, Part A Office

OSPI

WA State Agency

U.S. Department of Education

Washington DC
Citizen Complaint Process

Questions:
Penélope Mena
Program Supervisor
360-725-6069
Penelope.mena@k12.wa.us