Accessing the Learning Assistance Program Application

Log on to **EDS (Education Data System)**.

Don’t have an EDS account?

Educators new to EDS will select ‘Create an Account’ from the EDS log in screen.

All educators in the state of Washington have an EDS account that is created by the E-Certification system. New users need to claim their accounts. Each EDS user should have just one EDS account – the username and email address should be updated when the EDS account holder moves from one district/organization to another.

Select ‘View My Applications’ from the options in the green box.

Don’t see the application?

If the application is not appearing on your application list, you will need to contact your District Security Manager.

District Security Managers distribute account access for all individuals within their district. The addition of a role to a user’s account can only be performed by an authorized District Security Manager - not by OSPI.

When you contact your District Security Manager, you will ask for the ‘LAP User Role’.
Home Tab

LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness skill development or behavior supports. These services address barriers preventing students from accessing core instruction. The intent is for LAP students to increase academic growth during the period of time they are provided services. Up to five percent of a district’s total LAP allocation may be used for activities associated with Readiness to Learn (RTL). RTL programs provide academic and non-academic supports for students at risk of not being successful in school. They may be offered in partnership with community-based organizations. The goal of RTL is to reduce barriers to learning, strengthen engagement, and ensure all students are able to attend school ready to learn.

In accordance with RCW 28A.165.100, districts are required to report to OSPI the amount of academic growth gained by students participating in the Learning Assistance Program, as well as their entrance and exit assessment information. Districts are also required to report the practices, activities, and programs that were used to support LAP students to demonstrate which are the most effective. This application will be used to collect all required LAP data.

For additional information about the Learning Assistance Program, please refer to the LAP home page: http://www.k12.wa.us/LAP/default.aspx.

CEDARS Administrators

If the pre-populated list of students is inaccurate, correct the list by resubmitting CEDARS data with the corrected information. For questions regarding your CEDARS data, you will contact your CEDARS Administrators (listed in the table).

Completion Status Table

This table allows district staff to monitor the progress of each individual school. There are three statuses: Not Started (indicating that the tab has not been accessed by the applicable school), In Progress (indicating that the tab has been accessed by the applicable school), and Complete (indicating that the tab has been marked complete by the applicable school). When all tabs for a school are complete, the row will be highlighted in gold. When the district is complete, everything will read “Complete” and the entire table will be highlighted in gold.
Assessment Used for Identification of LAP Eligibility

LAP requires multiple measures of performance to determine student eligibility ([RCW 28A.165.015](https://laws.wa.gov狆?session=2021R1&section=28A.165.015&division=165)). The assessment identified is the measure that most heavily influences identification of student eligibility for LAP services.

Districts can review the [Universal Screening Tools Chart](https://www.air.org/ncrti-chartbooking/) from the National Center for Response to Intervention (NCRTI) as a reference for selecting assessments.

Amount of Academic Growth

- Determine a formula for converting assessment data to months of growth and be consistent in applying that formula to every student.
- 10 months of growth is equivalent to one academic year.
- Months of growth should reflect growth during the LAP enrollment period only (i.e., if a student is enrolled in LAP for less than 10 months, reported growth should not reflect the student’s growth for the full academic year—only the time served in LAP).
- Growth should be based on the progress monitoring assessments.
- If you are unable to calculate Amount of Academic Growth, please select one of the following options:
  - N/A - Movement to Title I
  - N/A - Movement to Special Education
  - N/A - No pre-test: The student’s assessment information upon entering LAP is unavailable, but the student was assessed upon exit or at the end of the school year.
  - N/A - No post-test: The student was assessed upon entrance into LAP, but assessment information from the end of the school year or upon exiting the program is unavailable.
  - N/A - No pre-/post-test: Student’s pre-test and post-test scores are unavailable.
  - N/A - Student Exited Prior to Assessing: The student exited the school/district mid-year and a final progress monitoring assessment was not administered prior to the student’s departure.

Recommended conversions for academic growth are located on the LAP Data Reporting page under “Assessment and Academic Growth”. Conversions exist for DIBELS (calculated by vendor), Fountas and Pinnell, i-Ready Diagnostic, MAP, and STAR (calculated by vendor). Guidance is available for using Smarter Balanced Assessment.

Progress Monitoring Assessment

This is the assessment that is used to monitor student progress (and used for the conversion to amount of academic growth). A pre-test and post-test score should be available. (This may or may not be the same assessment used in identification of eligibility).

Districts can review the [Universal Screening Tools Chart](https://www.air.org/ncrti-chartbooking/) from the National Center for Response to Intervention (NCRTI) as a reference for selecting assessments.

Entrance/Exit Score

This should be the raw score or scale score from the progress monitoring assessment. Report the scale score rather than the raw score unless a scale score is not available.
• **Raw Score**: Number of items correct.

• **Scale Score**: Scale Scores take the raw scores earned on different test forms and place those raw scores on a converted scale to adjust for different difficulties of forms of the assessment. The statistical properties of scale scores can be used for longitudinal tracking of students’ progress. Scale scores can also be used to make direct comparisons among schools and districts using the same assessment. An RIT (Rasch Unit) Score is a type of scale score that is calibrated according to the difficulty of each item. (Popham, W. J. (2006). Assessment for educational leaders. Boston: Pearson, Education, Inc.)

• **DO NOT REPORT**:
  - Percentiles
  - Standard Scores
  - Z-Scores
  - T-Scores
  - Normal Curve Equivalents
  - Normalized Standard Scores
  - Stanines
  - Grade Equivalents

For additional information on the reporting of assessment data, please refer to the [LAP Data Reporting](https://lapdatareporting.com) webpage and [Reporting Assessment Results](https://lapreporting.com).

**Extended Learning Time**

Extended day learning occurs outside the required basic education allotted time period and can include before-school hours, after-school hours, on Saturdays, and during the summer. For students who receive multiple extended learning time interventions, please select the primary intervention.

• **Before/After School Instruction**: Structured learning environment; instruction is provided by a trained professional.

• **Homework Club**: Loosely structured environment where students work independently or in small groups on academic assignments; an educator may provide supervision and/or offer assistance as needed.

• **Book Programs**: Structured program where students are assigned books to read outside of school hours. Guiding questions or other assignments may accompany the text. If parents are trained to work with their child on reading strategies, please also record this as “parent involvement outside of school” on the parent involvement tab.

• **Computer-Based or Online Programs**: Online or computer programs assigned to LAP students to complete at home or on campus outside of regular school hours. For example, students may be assigned a login to an online academic program to complete at home. If parents are trained to work with their child on this program, please also record this as “parent involvement outside of school” on the parent involvement tab.

• **Saturday Programs**: Structured learning on Saturdays; instruction is provided by a trained professional.

Districts can review the [Menus of Best Practices and Strategies](https://lapbestpractices.com), the [Academic Intervention Tool Chart](https://lapinterventionchart.com) from the National Center for Intensive Intervention (NCII), and the National Center for Education Evaluation’s [What Works Clearinghouse](https://lapclearinghouse.com) as references for selecting interventions.

**Tutoring**

Tutoring includes any interaction with a trained adult or peer using an intervention program or practice that addresses students’ unique academic needs during the regular school day. Tutoring may be implemented through a push-out or push-in model. Tutoring may serve students one-on-one, in small groups, or in a classroom setting. For students who receive multiple tutoring interventions, please select the primary intervention. For services outside of the regular school day, please select from the Extended Learning Time options.

• **Double Dosing**: This is a second period of instruction during the school day. This model is more common at the secondary level where students are enrolled in an additional full-length period of academic instruction.

• **Intervention Specialist**: This may be the “LAP teacher” or other certificated teacher who only works with LAP students during the day who are pulled out from the general education classroom.

• **Trained Teacher**: A core general education teacher who may work with LAP students on a limited basis or through a double dose of instruction during the school day.
Districts can review the Menus of Best Practices and Strategies, the Academic Intervention Tool Chart from the National Center for Intensive Intervention (NCII), and the National Center for Education Evaluation’s What Works Clearinghouse as references for selecting interventions.

**Met Learning Goal**

Based on assessment(s) and/or progress monitoring, it was determined that the student no longer needed supplemental education services to meet standard in the general education classroom. The student is at grade level standard. The student is eligible to exit LAP (but does not necessarily need to be exited from CEDARS).

**Student List Tab Functionality**

Data on the Student List tab is no longer entered by hand. All data is pre-populated from CEDARS. The Student List includes student records submitted to CEDARS with the following Program Codes: 6, 7, 37, and 38.

**Directions:**

1. **Verify the accuracy** of the student-level data pre-populated from CEDARS data.
2. If any data is incorrect, **verify the data in your Student Information System** (SIS).
   a. If the data in your SIS is incorrect, update the data and submit to CEDARS.
   b. If the data in your SIS is correct, check with your CEDARS District Administrator. Their contact information can be found on the LAP Home tab. It’s possible the correct data has not yet been sent to CEDARS or has errors in CEDARS.
3. Once all records are Complete in a school, click the **Mark Complete** button to verify your data is correct.
Academic Growth and Progress Monitoring Tab

Directions:

1. Describe how you use student data to identify students for LAP services and determine which services are appropriate.
2. Describe how you use student data to monitor progress. How often do you formally review student progress?
3. Describe how you use student data to determine whether students are ready to exit LAP services.
4. Describe the method used to convert assessment scores to months of growth.
5. Describe how you are reviewing the effectiveness of your curriculum/interventions periodically throughout the year. (For example: If you observe that a group of students receiving the same intervention are not progressing as expected, how are you determining whether the intervention itself is not effective, or if it is not being implemented with fidelity?)
6. Based on your review of program effectiveness of your curriculum/interventions, describe the modifications, adjustments, or major changes that are being implemented for the next school year.
7. Do you have a schoolwide systematic behavior program in place regardless of funding source?
8. Is your schoolwide systematic behavior program partially or fully funded through LAP?

Resources

Recommended conversions for academic growth are located on the LAP Data Reporting page under “Assessment and Academic Growth”. Conversions exist for DIBELS (calculated by vendor), Fountas and Pinnell, i-Ready Diagnostic, MAP, and STAR (calculated by vendor). Guidance is available for using Smarter Balanced Assessment.

Resources for implementation fidelity and reviewing program effectiveness can be found on the menu implementation screencast and in the implementation section of the menus.
Academic Growth & Progress Monitoring Tab Functionality

- Pick your School
- Select “Search”

Users can upload a document or type data directly into the text boxes.

- Every question must be answered to **Mark Complete**.
- If you answer “Yes” to question (7), an additional, required question will appear.
Graduation Assistance Tab

**Directions:** please identify the **format/purpose** of students’ instruction. This information is reported at the school-level.

- **Credit retrieval (online):** Credit retrieval is a course or program that a student completes after failing to pass a course after one or more attempts.
- **Credit retrieval (in person):** Credit retrieval is a course or program that a student completes after failing to pass a course after one or more attempts.
- **Content instruction to complete Collection of Evidence:** COE may be an option for 11th and 12th graders only if the course covers academic content that students need to meet this graduation requirement (per [RCW 28A.320.190](https://example.com)). Successful completion of the COE assessment should be a result of content instruction for this to be a LAP-allowable activity. Content instruction to complete the COE includes instruction targeted to the objectives of the COE assessment that a student must pass to meet graduation requirements.
- **Content instruction to pass required course:** Content instruction to pass a required course includes additional support for a struggling student to meet the requirements of a required course.
- **Content instruction to pass state assessment:** Content instruction to pass a state assessment includes instruction targeted to the objectives of the assessment the student must pass to meet graduation requirements.
- **Enrollment in an alternative school or skill center (partial day)**
- **Enrollment in an alternative school or skill center (full day)**
- **ELA Reading Improvement Specialist:** An English Language Arts Improvement Specialist may work with students struggling to pass required courses due to deficits in literacy skills.
- **EL support:** English language development support may be provided to students struggling to pass required courses due to the student’s status as an English Language Learner.
- **Extended enrollment (i.e., enrolled in a 5th, 6th, or 7th year):** Enrolled in a 5th year: districts shall make available to students in grade 12 who have failed to meet one or more local or state graduation requirements the option of continuing enrollment in the school district.
- **Transition services from 8th to 9th grade:** Grade 8 students may receive support for successful entry to credit-bearing high school courses. This may include a math jumpstart academy to prepare students for success in Algebra I in grade 9.

**Please note,** a student may be categorized in multiple categories depending on the purpose and format of their instruction. For example, a student may be **enrolled in an alternative school** during their **5th year** receiving **content instruction to pass a required course** as well as an **assessment**. This student would be coded in 4 separate categories.

**Resources**
For additional information on Graduation Assistance, please refer to the LAP Data Tips: [Graduation Assistance](https://example.com). For information about the Extended Learning Opportunities Program, please refer to [RCW 28A.320.190](https://example.com).
Graduation Assistance Tab Functionality

This information is only required if the school provides Graduation Assistance.

Pick your School
Select “Search”

All students must be categorized into one or more categories.

Mark Complete after Total Currently Entered is equal to or larger than the total number of students enrolled.
Professional learning is most effective when it is targeted, content specific, and applicable to skills and strategies that improve student outcomes and school performance. Targeted professional learning opportunities should align with learning standards, instructional strategies, or data-informed decision-making. They must also align with the needs of LAP-served students. The focus of LAP-funded targeted professional learning should include instructional strategies, pedagogy, and content that will support students who struggle. Districts can use professional learning opportunities that benefit all students if the intent is to support LAP students.

Professional learning funds may be used for education professionals working directly with LAP students on topics relevant to struggling learners. Educational professionals include administrators, teachers, and other professional staff, such as paraeducators and school counselors. This definition has been expanded to include professionals administering the LAP program. For example, if paraeducators attend professional learning to implement a particular program, the supervising teacher or principal may also attend to learn how to support the paraeducators in delivering the interventions.

**Directions:** Use the definitions below to describe your school’s professional learning activities for LAP reporting in EDS. Please note, you will need to indicate the content area that the professional learning activity was aimed at improving. If you are unsure of how to do so, please contact the LAP team for support.

- **Coaching:** A form of professional learning designed to focus on personalized and team-centered opportunities to increase student achievement by increasing educator expertise.
- **Conference Attendance:** This is professional learning provided by an outside organization on a variety of topics related to struggling learners. The conference topic(s) must be relevant to the needs and services of LAP students for this to be a LAP-allowable activity.
- **Cultural Competency:** This professional learning is targeted at increasing cultural competency: including knowledge of student cultural histories and context, as well as family norms and values in different cultures; knowledge and skills in accessing community resources for community and family outreach; and/or skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.
- **Data-Driven Professional Learning:** This is professional learning targeted at the applied use of student data to identify student academic needs and the delivery of LAP services.
- **General Professional Learning** (e.g., general instruction strategies): General Professional Learning for LAP staff is only for educators working with LAP students on issues related to LAP students. This could include professional learning on newly purchased intervention materials for LAP students or helping interventionists develop problem solving and discourse strategies with struggling learners.
- **Induction Programs:** A form of professional learning targeted at new staff to orient them to their role/responsibilities in providing assistance to struggling learners through LAP services.
- **Mentoring:** Mentors partner with educators to help them develop effective strategies to improve learning for LAP students.
- **Professional Learning Communities:** A PLC is a group of teachers, administrators, coaches, or school staff (or a combination of people in these roles) that meets on a regular, planned basis with the goal of collaboratively improving practices in the classroom and school in order to improve student learning outcomes. PLC time funded by LAP must be focused on the needs and services of LAP students.
- **Targeted Professional Learning** (other than listed above): Targeted professional learning is targeted to a specific grade level and/or content area. For example, learning focused on teaching fractions to 3rd graders who struggle.
Resources
For additional information and resources on professional learning activities, please refer to the LAP Data Tips: Professional Learning.

Professional Learning Tab Functionality

This information is only required if the school uses LAP dollars to fund Professional Learning activities. If not, indicate that the practice was not funded by LAP and Mark Complete.

Indicate the number of education professionals that received LAP funded PL and the formats of PL activities offered in the school. Both sections must be completed to Mark Complete.
Family engagement involves collaboration between families and schools towards increasing student success. Family engagement strategies can involve outreach, direct involvement, and a variety of other activities. Family engagement can occur during the regular school day and within the school building, or outside of school, within families’ homes or within the community.

**Directions:** Use the definitions below to describe your school’s family engagement activities for LAP reporting in EDS. If you are unsure of how to do so, please contact the LAP team for support.

- **Content Nights:** Interactive content events focused on ELA, math, and/or behavior with targeted goals where families and students can build capacity together to support and guide their success. These content specific events help families understand standards/expectations and provide time to practice new skills and ask questions.

- **Parent Training Events:** Interactive sessions that empower parents to take active roles in their student’s success by providing useful information about education programs/supports, skills, resources, and strategies.

- **Family Engagement Coordinator:** Develops bonds between schools and families through authentic two-way communication, culturally responsive outreach, strong partnerships, and use of family engagement strategies and activities.

- **Home Visits:** Opportunities for educators and families to connect in an informal setting, to prevent and resolve problems in a more succinct and efficient manner, and to expand the teacher’s knowledge of students’ home life and cultural background. Home visits do not need to occur in the students’ homes, but should occur in a neutral setting.

**Resources**
For additional information and resources on professional learning activities, please refer to the LAP Data Tips: Family Engagement.
Family Engagement Tab Functionality

Learning Assistance Program

Family Engagement

School Year: 2016-2017
School: [Enter School Name]

- Pick your School
- Select “Search”

We had family engagement this year funded by LAP.
We had no family engagement this year funded by LAP.

Identify the intended outcome of the school’s Family Engagement activities (Check all that apply):
- Reach families at home
- Reach families at school
- Reach families in the community

Check all that apply:
- Content Nights - Behavior
- Content Nights - English Language Arts
- Content Nights - Mathematics
- Parent Training Events (e.g., Parent University)
- Family Engagement Coordinator
- Home Visits
- Other

This information is only required if the school used LAP dollars to fund Family Engagement activities. If not, indicate that the practice was not funded by LAP and Mark Complete.

Identify the intended outcome(s) and format(s) of the LAP funded FE. If you mark other, please describe. Both sections must be completed to Mark Complete.

Save  Mark Complete
Readiness to Learn (RTL)

Up to five percent of a district’s LAP allocation may be used for the development of partnerships with community-based organizations, ESDs, and other local agencies to deliver academic and nonacademic supports to students who are significantly at risk of not being successful in school. Programs should reduce barriers to learning, increase student engagement, and enhance students' readiness to learn.

**Directions:** Identify the number of students served for the following services.

- **Academic Services:** examples include tutoring, before and after school programs with academic focus, and academic enrichment.
- **Nonacademic Services:** examples include mentor programs, PBIS, case management services, counseling, and community referrals/resources.

**Directions:** Identify the outcomes the services were aimed at improving.

- Increasing attendance
- Reducing discipline referrals
- Improving academic performance
- Improving parent involvement
- Other

Please provide any additional *relevant* or *noteworthy* information about your district’s Readiness to Learn (RTL) Program.

**Resources**

For additional information on Readiness to Learn, please refer to the LAP [RTL website](#).
This information is **only** required if the school has an RTL program. If you have an RTL and this page is not appearing, enroll students in RTL (CEDARS Program Code 39).

All students enrolled in RTL must be categorized into one or more category.

Please provide any additional relevant or noteworthy information about your district’s RTL Program.

Both the upper and lower sections must be completed to Mark Complete.
**Fund Distribution Tab**

**LAP Expenditures Tab**

<table>
<thead>
<tr>
<th>LAP Allocation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>District’s total LAP allocation for the 2016-2017 school year:</td>
<td></td>
</tr>
<tr>
<td>Districts LAP carryover funds from 2015-2016 school year (maximum 10% of 2015-2016 allocation):</td>
<td></td>
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<tr>
<td>Districts total amount of LAP funds available for 2016-2017:</td>
<td></td>
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</tbody>
</table>

**Directions:** In Column (1), enter the number of persons in the school district **FUNDED BY LAP** during the 2016-2017 regular school year. Indicate the total full-time equivalents (FTEs) by classification in Column (2). The FTE’s need to coordinate with the expenditures (i.e., consultant teachers are considered coaches/TOSAs; staff providing extended learning time or tutoring services are considered teachers or paraprofessionals).

<table>
<thead>
<tr>
<th>Staff (enter LAP portion only):</th>
<th># of persons:</th>
<th>FTEs:</th>
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<tbody>
<tr>
<td>Administrators (program management):</td>
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<td></td>
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<tr>
<td>Teachers (Certificated):</td>
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<tr>
<td>Coaches/TOSAs:</td>
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<tr>
<td>Teacher Aides/Paraprofessionals:</td>
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<td>Administrative Support Staff:</td>
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<tr>
<td>Total:</td>
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</tbody>
</table>
**Directions:** Enter the expenditure costs by dollar amount for each practice/activity funded by LAP for the 2016-2017 grant period, including projected summer school expenditures.

Please **include staff salaries** in the expenditure rows as appropriate. For example, if paraeducators provided tutoring services through a pull-out model during the school day, please include the paraeducator salaries in the tutoring row for the time they delivered these LAP services. Please refer to the linked funding spreadsheet to account for all expenditures in the LAP programs offered. The running total of expenditures should closely align with your total LAP allocation for the 2016-2017 grant period.

<table>
<thead>
<tr>
<th>Activity:</th>
<th>(Object 2) Salaries – Certificated:</th>
<th>(Object 3) Salaries – Classified:</th>
<th>(Object 4) Benefits &amp; Payroll Taxes:</th>
<th>(Object 5) Supplies, Instructional Resources &amp; non-Capitalized:</th>
<th>(Object 7) Purchased Services:</th>
<th>(Object 8) Travel:</th>
<th>Total by Activity: (Input totals by activity into application)</th>
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</thead>
<tbody>
<tr>
<td>Extended learning time opportunities—interventions outside of the regular school day (include staff salaries):</td>
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<td>Graduation Assistance:</td>
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<td>Professional learning for instructional staff:</td>
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<td>Consultant teachers to assist in implementing effective instruction practices by teachers serving participating students:</td>
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<td>Tutoring-interventions during the school day (include staff salaries):</td>
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<td>Family engagement activities:</td>
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<td>Readiness to Learn:</td>
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<tr>
<td>Projected Summer School Expenditures:</td>
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<td>Other (administrative costs, etc.):</td>
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<td>Total:</td>
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<table>
<thead>
<tr>
<th>Indirect Expenditures:</th>
<th>Rate:</th>
<th>Amount:</th>
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</thead>
<tbody>
<tr>
<td>Total Expenditures (including indirect):</td>
<td></td>
<td></td>
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</tbody>
</table>
LAP Expenditures Tab Functionality

Enter the expenditure costs by dollar amount for each practice/activity funded by LAP for the 2016-2017 grant period, including projected summer school expenditures.

Please include staff salaries in the expenditure rows as appropriate. For example, if paraeducators provided tutoring services through a pull-out model during the school day, please include the paraeducator salaries in the tutoring row for the time they delivered these LAP services. Please refer to the linked funding spreadsheet to account for all expenditures in the LAP programs offered. The running total of expenditures should closely align with your total LAP allocation for the 2016-2017 grant period.

For questions regarding Fund Distribution, please contact Jamey Schoeneberg at Jamey.Schoeneberg@K12.wa.us or call (360) 725-6104.

District’s total LAP allocation for the 2016-2017 school year
District’s carryover funds from the 2015-2016 school year
District’s total amount of LAP funds available for the 2016-2017 school year

Extended learning time opportunities-interventions outside of the regular school day (include staff salaries)
Graduation assistance
Professional learning for instructional staff
Consultant teachers to assist in implementing effective instruction practices by teachers serving participating students
Tutoring-interventions during the school day (include staff salaries)
Family engagement activities
Readiness to learn
Projected summer school expenditures
Other (administrative costs, etc.)
Indirect expenditures

Running Total
Percentage of Allocation Expended

In Column (1), enter the number of persons in the school district FUNDED BY LAP during the 2016-2017 regular school year. Indicate the total full-time equivalents (FTEs) by classification in Column (2). The FTE’s need to coordinate with the expenditures above (i.e., consultant teachers are considered coaches/TOSAs; staff providing extended learning time or tutoring services are considered teachers or paraprofessionals).

The LAP Expenditures tab cannot be completed until all other tabs are completed.

Allocation information is pulled from the School Apportionment and Financial Services database (SAFS).

If a cell is inactive, it was indicated that service/activity was not offered in the district. If this is incorrect, correct the information on the corresponding tab.
Title I, Part A Tab

<table>
<thead>
<tr>
<th>Title I Schoolwide Allocation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the amount of Title I Schoolwide funds used to meet the K-4 Focus for the 2016-2017 school year:</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** In Column (1), enter the number of persons in the school district **FUNDED BY Title I Schoolwide funds** used to meet the K-4 Focus for the 2016-2017 school year. Indicate the total full-time equivalents (FTEs) by classification in Column (2).

<table>
<thead>
<tr>
<th>Staff:</th>
<th># of persons:</th>
<th>FTEs:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrators</strong> (program management):</td>
<td></td>
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<tr>
<td><strong>Teachers</strong> (Certificated):</td>
<td></td>
<td></td>
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<tr>
<td><strong>Coaches/TOSAs:</strong></td>
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<tr>
<td><strong>Teacher Aides/Paraprofessionals:</strong></td>
<td></td>
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<tr>
<td><strong>Administrative Support Staff:</strong></td>
<td></td>
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<tr>
<td><strong>Total:</strong></td>
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</tr>
</tbody>
</table>
Directions: Enter the expenditure costs by dollar amount for each practice/activity funded by Title I Schoolwide for the 2016-2017 grant period.

Please include staff salaries in the expenditure rows as appropriate. For example, if paraeducators provided tutoring services through a pull-out model during the school day, please include the paraeducator salaries in the tutoring row for the time they delivered these LAP services.

<table>
<thead>
<tr>
<th>Activity</th>
<th>(Object 2) Salaries – Certificated:</th>
<th>(Object 3) Salaries – Classified:</th>
<th>(Object 4) Benefits &amp; Payroll Taxes:</th>
<th>(Object 5) Supplies, Instructional Resources &amp; non-Capitalized:</th>
<th>(Object 7) Purchased Services:</th>
<th>(Object 8) Travel:</th>
<th>Total by Activity: (Input totals by activity into application)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended learning time opportunities-interventions outside of the regular school day (include staff salaries):</td>
<td></td>
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<td>Professional learning for instructional staff:</td>
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<tr>
<td>Consultant teachers to assist in implementing effective instruction practices by teachers serving participating students:</td>
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<tr>
<td>Tutoring-interventions during the school day (include staff salaries):</td>
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<tr>
<td>Family engagement activities:</td>
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<tr>
<td>Projected Summer School Expenditures:</td>
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<tr>
<td>Other (administrative costs, etc.):</td>
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<td></td>
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<tr>
<td>Total:</td>
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</tr>
</tbody>
</table>

Indirect Expenditures: | Rate: | Amount: | Total Expenditures (including indirect): |
Title I, Part A Tab Functionality

This information is only required if your district used Title I Part A funds to meet the K-4 Focus. If not, indicate that the practice was not funded by LAP and Mark Complete.

If a cell is inactive, it was indicated that service/activity was not offered in the district. If this is incorrect, correct the information on the corresponding tab.

Both the upper and lower sections must be completed to Mark Complete.
Reports Tab

Fund Distribution
Extract district data submitted on the LAP Expenditures tab. Only available to district-level users.

Student Academic Growth
Extract student data displayed on the Student List tab. Filter by school or program. School-level users can only access data for their assigned school.

Graduation Assistance Student List
Extract the list of students enrolled in LAP Graduation Assistance. The Graduation Assistance Student List provides student details for the enrollment count displayed on the Graduation Assistance tab. Filter by school. School-level users can only access data for their assigned school.

Readiness to Learn Student List
Extract the list of students enrolled in Readiness to Learn. The Readiness to Learn Student List provides student details for the enrollment count displayed on the Readiness to Learn tab. Filter by school. Only available to district-level users.

Academic Growth and Progress Monitoring
Extract school data submitted on the Academic Growth and Progress Monitoring tab. Filter by school. School-level users can only access data for their assigned school.

Graduation Assistance Supports
Extract school data submitted on the Graduation Assistance tab. Filter by school. School-level users can only access data for their assigned school.

LAP Services—School Level
Extract school data submitted on the Professional Learning and Community Engagement tabs. Filter by school. School-level users can only access data for their assigned school.

LAP Services—District Level
Extract district data submitted on the Readiness to Learn tab. Only available to district-level users.

Identification Assessments
Extract the counts of students identified for LAP with each assessment. Data is collected on the Student List tab. Filter by program. Data is aggregated at the school-level and data for the entire state is available.

Assessments Used for Growth Conversion
Extract the counts of students monitored for progress with each assessment type. Data is collected on the Student List tab. Filter by program. Data is aggregated at the school-level and data for the entire state is available.

Tutoring and Extended Learning Time
Extract the counts of students served in each intervention type. Filter by program. Data is collected on the Student List tab. Data is aggregated at the school-level and data for the entire state is available.
Reports Tab Functionality

Select desired report.

Apply desired filters
Select “Search”

Downloadable formats
Contact Us

For questions regarding reporting procedures, application functionality, or data certification, please contact:

Research & Data Analysts – Title I, Part A, LAP & CPR  
Jordyn Green, LAP Data Analyst, (360) 725-6317

OSPI Customer Support  
Customer Support, 1 (800) 725-4311

For questions regarding LAP laws and implementation, please contact the LAP Office:

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