

LAP Questions & Answers

Contents

A. General..... 1

B. First Focus ..... 2

C. Accountability and Reporting ..... 4

D. Fiscal..... 6

E. Readiness to Learn (RTL) ..... 9

F. Disruptive Behavior ..... 11

G. Full Day Kindergarten ..... 12

H. Graduation Assistance..... 13

Appendix A: Funding Scenarios..... 13

**A. General**

**A1. What is the Learning Assistance Program (LAP)?**

LAP is a statewide program designed to assist underachieving students in grades kindergarten through 12 who score below standard in reading, writing, and mathematics. [WAC 392-162-010](#)

The LAP requirements are designed to:

1. Direct districts as they implement a learning assistance program that learning assistance program funds must first be used to address the needs of students in grades kindergarten through 4 who are deficient in reading or reading readiness skills to improve reading literacy;
2. Promote the use of data when developing programs to assist underachieving students and reduce disruptive behaviors in the classroom;
3. Guide school districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist underachieving students, and reduce disruptive behaviors in the classroom; and
4. Guide school districts in providing extended learning opportunities to assist underachieving students and students in grades 11 and 12 who are at risk of not meeting state and local graduation requirements.

**A2. How are students identified as participating LAP students?**

[RCW 28A.165.015](#) defines a participating student as “a student in kindergarten through grade twelve who scores below standard for his or her grade level using multiple measures of performance, including statewide student assessments or other assessments and performance measurement tools administered by the school or district and who is identified by the district to receive services.”

**A3. Must LAP be used to provide learning assistance and supports that are in addition to core instruction?**

Yes. LAP is a program that must be used to provide supplemental or additional learning services and supports for qualifying students.

## LAP Questions & Answers

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### **B. First Focus** (*more, related questions are included under the Fiscal section*)

#### **B1. What does the RCW say about the “first focus” priority for LAP?**

[RCW 28A.165.005](#) states, “School districts implementing a learning assistance program shall focus first on addressing the needs of students in grades kindergarten through four who are deficient in reading or reading readiness skills to improve reading literacy.”

#### **B2. Must all K–4 students who are reading below grade level receive LAP services?**

Yes, as long as sufficient funds are available to provide services appropriate to the individual students according to their needs.

#### **B3. How does a district determine the extent of appropriate supplemental services for struggling K–4 readers?**

Districts must first address all buildings serving K–4 reading in which any students are reading at basic or below basic. The needs for each building must be assessed based on the learning needs of identified, eligible students. Buildings will have different numbers of students at basic or below basic in grades K–4, but the district standard for identifying students should be the same across buildings. Equivalent (not equal) services must be offered across buildings.

If LAP cannot reach all K–4 students needing reading intervention, Title I, Part A or other sources of funds can supplement LAP-funded reading services.

#### **B4. What is the expected amount of LAP funds at a school when providing K–4 reading intervention services?**

There is no set expectation or standard regarding the amount of LAP funds that should be allocated and expended for K–4 reading services. Each district must determine the reading intervention services it will offer to enable its struggling K–4 readers to meet grade-level standards.

#### **B5. If parents don’t want their children to participate in K–4 LAP reading services, what procedures should the district/school follow?**

Documentation that services are declined by parents must be kept by the school and accessible to the district office, for audit/monitoring purposes.

For example:

- A signed and dated certification from the parent/guardian confirming the services were explained and offered, but declined; and
- Communication tracking for each student, including dates of attempts to contact parents/guardians, information provided, meeting dates, etc.

#### **B6. May LAP funds be used to assist students in content areas other than reading and/or address and support the academic needs of eligible students in grades other than K–4?**

Yes, after the learning needs of K–4 struggling readers have been addressed, LAP funds may then be used to provide supplemental interventions to K–12 students in mathematics, reading and language arts, or readiness in those content areas.

#### **B7. Is there more information about the use of LAP in the ELA/reading content area?**

Please refer to the Best Practices and Strategies and the Promising Practices (also known as the [ELA Menu of Best Practices](#)) sections of the *Strengthening Student Educational Outcomes Technical Report on Best Practices and Strategies for English Language Arts*.

## LAP Questions & Answers

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**B8. The district has traditionally used LAP funds at grades higher than K–4 because Title I, Part A funds have been used at the K–4 grade levels to provide supplemental reading assistance. Can districts use Title I, Part A funds to meet the LAP K–4 reading requirement instead?**

No. LAP funds must be used first to meet the state requirement to focus first on K–4 struggling readers. Title I, Part A funds may not be used to replace LAP funds for K–4 struggling readers; to do so would result in a supplant violation. Title I, Part A may be used in addition to LAP to expand and enhance the LAP-funded K–4 supplemental reading intervention services being offered.

**B9. Starting in 2015-16, when LAP funds must first focus on K–4 literacy, can materials purchased using Title I, Part A funds during a prior school year remain at the school for use by LAP-served students?**

Before 2015-16, LAP and Title I, Part A had a similar purpose and intent: to support low-achieving students in reading, language arts, and mathematics. Since both programs were used to meet the same general intent and purposes, the supplies and technology may remain in the school and continue to support interventions as intended at the time of purchase.

With the requirement for LAP to first focus on K–4 literacy taking effect in the 2015-16 school year, schools should take care to align the purchase of new supplies and technology with the intents and purposes of the program for which they were purchased.

**B10. [RCW 28A.165.005](#) requires school districts implementing LAP to “focus first on addressing the needs of students in grades kindergarten through four who are deficient in reading or reading readiness skills to improve reading literacy.” May state or district funds be used for this purpose, allowing a district to use LAP for other needs?**

A district may decide to use basic education or local levy funds to meet the requirement for addressing the needs of K–4 students in reading and reading readiness first. State categorical funds, such as TBIP, may not be used to replace LAP funds. If the district decides to use other funds, the district must maintain program and financial records providing evidence the requirement was met.

Under federal rules ([Title I, Part A, Section 1120A \(b\) – Fiscal Requirements](#)), a district may not use federal funds when state law mandates a program or specific components of a program. [RCW 28A.165.005](#) requires districts to “first focus” their state LAP funds on supporting K–4 students who are struggling in reading. For example: If a district was to use federal funds in place of LAP funds to support K–4 struggling readers, this would result in a supplant finding. A district that has traditionally used Title I, Part A funds for K–4 reading may only use Title I, Part A for reading if the funds are in addition to the LAP funds.

Other state program funds may be used to meet the requirement to focus first on K–4 reading, so long as the intents and purposes of those programs are also met. In most cases, other state program funds will complement, but not replace, the LAP funds.

**B11. May a district use [transitional bilingual instruction program](#) (TBIP) funding to address the first focus on K–4 reading requirement before using the LAP funds for that purpose?**

No. TBIP funds are designed to provide support in second-language acquisition and English language development assistance. LAP funds are intended to focus first on addressing the needs of K–4 students who are deficient in reading or reading readiness skills to improve literacy. These two state-funded programs can work together for students in need of assistance in both areas, but they cannot be used to replace one another because their statutory purposes are different.

## LAP Questions & Answers

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### C. Accountability and Reporting

#### C1. Are individual LAP Student Learning Plans required?

No. Individual LAP Student Learning Plans are no longer required.

#### C2. How will LAP be monitored by OSPI?

OSPI will monitor LAP requirements as part of the state's Consolidated Program Reviews. Each district's LAP will be monitored on a regular basis. The primary purpose of monitoring is to evaluate the effectiveness of a district's allocation and expenditure of resources, and monitor school district fidelity in implementing best practices.

#### C3. How will districts report LAP program data to OSPI?

The required data will be collected through the LAP Student Data application, which will be accessible through the Education Data System ([EDS](#)) from **May 1–July 31, 2015**.

To adhere to the new collection requirements, the LAP Student Data application has been updated in 2015 to collect assessment and intervention data. Additionally, the application has been expanded to replace the iGrants end-of-year report (form package 245).

#### C4. What information will be collected through the LAP Student Data application in [EDS](#)?

The updated LAP Student Data application has three primary sections:

1. Student Data
  - a. Student List
  - b. Academic Growth and Progress Monitoring
  - c. Graduation Assistance
2. LAP Services
  - a. Professional Development
  - b. Family/Community Involvement
  - c. Summer School
  - d. Readiness to Learn
3. Funding Distribution

#### C5. Does credit retrieval for 11th and 12th graders require submission of growth data through the LAP Student Data application in [EDS](#)?

No. The Graduation Assistance section documents the services that are provided to 11th and 12th grade students who are not on track to meet local or state graduation requirements. Users will identify the number of students receiving instructional support.

#### C6. Where can I find technical assistance on determining months of growth?

A website on [Guidance and Support for Data Reporting](#) was created as part of the LAP section of the OSPI website.

#### C7. What assessments for measuring months of growth should districts use?

OSPI does not require particular assessments for district use. Districts should use assessments that are consistent with the instructional strategies and intervention services in order to ensure that LAP is effective, and that student growth measures are reliable both for tailoring services for individual students and reporting in the statewide data system.

## LAP Questions & Answers

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Districts can review the [Universal Screening Tools Chart](#) from the National Center for Response to Intervention (NCRTI) as a reference for selecting assessments. The chart reflects results from four years of reviews and provides up-to-date information on assessments that are sent to the center for the quality of rating, in addition to being valid, reliable, and normed. The quality of rating varies among those reviewed.

Teachers should administer the assessment with fidelity to the chosen instrument. The administration process and results will ensure that teachers, parents/guardians, and students will receive highly focused and useful information about student achievement in reading.

The LAP [Guidance and Support for Data Reporting](#) website also contains additional helpful resources on this topic.

### **C8. How should growth be reported for districts using DIBELS?**

DIBELS publishes benchmark scores for the beginning, middle, and end of each academic year. For example, Benchmarks for Grade 2 are: Beg: 141, Mid: 190, End: 238. Benchmarks for Grade 3 are: Beg: 220, Mid: 285, End: 330. These benchmarks may be used to track student progress and determine whether students need intervention. However, “[b]ecause the scores used to calculate the DIBELS Composite Score vary by grade and time of year, it is important to note that the composite score generally cannot be used to directly measure growth over time or to compare results across grades or times of year” (Dynamic Reading Group, Inc., 2010, p. 2). Therefore, it is recommended that schools/districts report a measure other than DIBELS for the “assessment used to calculate months of growth”.

### **C9. If a district does not currently have assessments that are used consistently to measure academic yearly growth, can LAP funds be used to purchase some?**

Assessments that are administered to all students may not be charged to LAP funds. Specific assessments that are administered only to LAP-served students are allowable charges to LAP, provided the assessments are used solely to measure academic growth resulting from program interventions.

### **C10. I am logged on to EDS, but I am not seeing the LAP Student Data application on my application list. Where do I find the application?**

If the application is NOT appearing on the list, the user does not have access to the application. EDS application access is distributed at the district level by the District Security Manager. When the user contacts their District Security Manager, they will ask for the ‘LAP User Role’.

### **C11. If a reading teacher is funded through both LAP and Title I, how should the students they serve be recorded?**

In situations where there is a clear separation of programs (e.g., one section with 1st grade LAP students and another with 2nd grade Title I students), the students should be recorded in the LAP Student Data application or the Title 1 end-of-year report as appropriate. If a group of LAP-served and Title I-served students are receiving the same interventions together, they can all be recorded under both data collections.

## LAP Questions & Answers

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### D. Fiscal *(more, related questions are included under the First Focus section)*

#### D1. May a portion of LAP funds be carried over to the next fiscal year?

Yes, a district may carry forward up to ten percent from one year to the next. The funds must be used for allowable LAP activities. Carryover amounts in excess of ten percent will be recovered by OSPI School Apportionment and Financial Services in January of the following school year. Recovered funds are deposited in the state general fund and may not be reallocated to increase school year funding allocations for districts the following year.

#### D2. Are indirect costs applied to LAP?

Yes, the district may use an indirect cost amount up to the federal restricted rate. The following link provides access to approved school district indirect cost rates:

<http://www.k12.wa.us/safs/FinancialResources.asp>

#### D3. Will employees funded by LAP be required to complete time and effort reports?

If LAP funds are **not** combined in the Title I schoolwide program, and the employee is **entirely** paid using LAP funds, they do not have to complete time and effort.

Time and effort would be required in any of the following situations:

- LAP **is** combined in the Title I schoolwide program
- The employee works in part with LAP and in part with any funds combined in the schoolwide program
- The employee works a portion of time in LAP and a portion of time in any federal program (combined or not)

*See D4 for additional explanation on when and how LAP funds may be consolidated in the schoolwide funding pool.*

#### D4. May LAP funds be combined with Title I, Part A funds in a schoolwide program?

**Yes, and no. Please review the detailed responses below.**

**NO:** LAP funds must first focus on improving the reading literacy of students in grades K–4 who are deficient in reading or reading readiness skills. If LAP supports this activity, the LAP funds used to support this requirement may not be combined in a schoolwide program. Both the served students and their academic growth in reading must be tracked and reported separately.

Consistent with the Elementary and Secondary Education Act Title I, Part A schoolwide program guidance, all combined funds must be available to serve any eligible, struggling student in reading, math, writing, and science. The grade level and subject limitation of such dedicated LAP funds (i.e., K–4 in reading only) preclude their qualification as a single cost objective either as a schoolwide activity or as a Title I, Part A allowable activity. In that case, LAP funds may be expended, but may not be treated as a single cost objective with Title I, Part A funds.

**YES:** Even though school districts must first use their LAP funds to address their K–4 students' literacy deficiencies, remaining LAP funds may be used to serve their underachieving students in reading grades 5–12 and in math grades K–12. LAP funds allocated to schools serving grade spans from 5–12 could be combined with Title I, Part A funds in a schoolwide program and treated as a single cost objective for purposes of determining allowable activities and expenditures. However, the intents and purposes of the LAP program to provide additional services to LAP eligible students must still be met.

## LAP Questions & Answers

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**D5. May Title I, Part A and LAP funds still be considered as a single cost objective for reporting purposes?**

***Yes, and no. Please review the detailed responses below.***

**NO:** LAP dollars used for the K–4 focus are state funds designated for a specific purpose (i.e., improving the reading literacy of students in grades K–4 who are deficient in reading or reading readiness skills). Therefore, the objective of these K–4 LAP dollars no longer coincides with the broader objectives of Title I, Part A and cannot be combined as a single cost objective.

**YES:** Even though school districts must first use their LAP funds to address the needs of K–4 struggling readers, remaining LAP funds may be used for other LAP-allowable activities. LAP funds allocated to schools for those other purposes could be combined with Title I, Part A funds in a schoolwide program and treated as a single cost objective for purposes of determining allowable activities and expenditures. In these instances, student eligibility is essentially the same for LAP and for Title I, Part A, with the exception of credit retrieval services. However, the intents and purposes of the LAP program to provide additional services to LAP eligible students must still be met.

**D6. May Title I, Part A funds be used to replace LAP funds?**

No. Title I, Part A funds may not be used to replace mandated LAP-funded K–4 reading services; replacement would constitute a supplanting finding and would be unallowable. However, Title I, Part A funds may be used to provide additional literacy services to K–4 participating LAP students, if the district determines that such additional supplemental services would better enable these students to reach their reading performance goals. Further, Title I, Part A funds may be used to provide supplemental math interventions for any K–4 students who are not proficient in this subject without regard to the availability of LAP funds for such services.

**D7. Under Title I, Part A districts must follow the ranking and allocation rules to determine which schools receive Title I, Part A funds; how does the district do this when LAP funds have to be focused at K–4 for struggling readers?**

Please see Appendix A for examples.

**D8. An elementary school with 75 percent or more of its students participating in a free and reduced price lunch program must be provided Title I, Part A funds. LAP now requires that LAP funds first be used to support struggling readers in grades K–4. How does the district meet both state and federal program requirements?**

A district would first have to allocate LAP funds on an equitable basis to all of its elementary schools with students that are reading below grade level, or receive a score of basic or below basic on the 3rd grade ELA assessment, and/or to schools that have 40 percent or more of their students scoring basic or below basic on the 3rd grade ELA assessment. After that allocation is completed, then the district would place Title I, Part A funds in the school to provide additional ELA support, and/or math, science, or readiness services.

**D9. May LAP funds be used to provide a summer program?**

Yes. Summer school continues to be an allowable LAP-funded activity for students who meet the criteria to be served. *(Please refer to A2 for the criteria for LAP services.)*

**D10. May LAP funds pay for a summer readiness program before kindergarten?**

LAP funds could be used to offer a jump-start program during the weeks prior to the start of the school year for incoming kindergarteners already enrolled for the school year.

**LAP Questions & Answers**

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**D11. May LAP funds provide transportation associated with extended day services?**

Yes, if solely for the purpose of transporting LAP-served students outside the regular school day, and if no other funding for transportation is available.

**D12. May a counselor be paid out of LAP funds?**

Maybe. The district must provide documentation to demonstrate that the counselor provides additional instructional assistance to students who qualify under one or more of the allowable LAP activities, and charges only such counseling time to LAP.

**D13. May LAP funds be used to purchase instructional technology, such as tablets, to support LAP-funded schools?**

Yes. LAP funds can be used to purchase instructional technology to provide additional support to LAP-served students.

**LAP Questions & Answers**

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**E. Readiness to Learn (RTL) – Five Percent of District’s LAP Allocation****E1. Where does the RCW mention RTL in relation to LAP services?**

[RCW 28A.165.035\(2\)\(g\)](#). Program activities — Partnerships with local entities

**E2. What is the difference between “Readiness to Learn” identified in the “up to 5% allocation” and readiness associated with basic skills in reading, writing and mathematics?**

The up to five percent allocation of LAP funds for Readiness to Learn may be used to support district activities and partnerships that are focused on enabling significantly at-risk students to be successful in school by reducing barriers to learning. For a list of allowable supports, please access the OSPI Readiness to Learn website at <http://www.k12.wa.us/LAP/ReadinessToLearn/default.aspx>

At least 95 percent of a district’s LAP funds shall be dedicated to assisting students who are below grade level in English Language Arts and mathematics, as well as readiness associated with these skills, and/or reducing disruptive behaviors in the classroom. These activities may only be used to support students in grades kindergarten through 12, and readiness activities are focused on skill building related to academic success in English language arts, mathematics, and behavior, rather than the elimination of barriers to learning as allowed under the “up to five percent funding” referenced above.

**E3. May LAP provide services previously funded by RTL?**

Yes. Up to five percent of a district’s LAP allocation may be used for development of partnerships with community-based organizations, educational service districts, and other local agencies to deliver academic and non-academic supports to participating students who are significantly at risk of not being successful in school to reduce barriers to learning, increase student engagement, and enhance students’ readiness to learn. OSPI must approve any community-based organization or local agency before LAP funds may be expended.

**E4. Is the criteria of “not being successful in school” related and limited to the academic areas of reading, writing, and mathematics?**

No. Districts should have an identification and referral process for students they wish to serve with Readiness to Learn programming, but these students are not required to meet the same eligibility criteria as LAP identified and served students.

**E5. If a district has not previously participated in RTL, can they use five percent of LAP funding to begin community partnerships to provide similar services now?**

Yes.

**E6. How are the up to five percent of LAP funds for Readiness to Learn tracked and documented?**

The amount of funds expended for authorized Readiness to Learn activities (e.g., salaries, supplies, procurements, etc.) must be tracked and accounted for separately from the at least 95 percent LAP expenditures. Districts may use a unique sub account or other record keeping as documentation for up to five percent expenditures. These expenditure records may be audited by the State Auditor’s Office (at his discretion). Such records will be examined by OSPI during the course of mandated sub recipient monitoring of LAP.

**E7. Does there need to be special budget codes set up for the five percent?**

Yes.

**LAP Questions & Answers**

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**E8. How should LAP-funded RTL services be documented and then reported in CEDARS?**

Keep track of the students referred, served, and outcomes for individual students. Additional information will be available later.

**E9. Can LAP funds be used to pay a parent and family engagement coordinator?**

Districts may use RTL funds for Parent and Family Engagement Coordinators and Parent Involvement activities, and they may use those dollars for any student. However, the role of the coordinator needs to be attached to a plan that details parent involvement as an activity or strategy that qualifies as an “academic or non-academic support for students who are at risk of not being successful in school.” For example, how will the parent engagement activities reduce the likelihood of failure? What outcomes are expected? What measures will be used to evaluate success?

## LAP Questions & Answers

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### F. Disruptive Behavior

#### F1. How is “disruptive classroom behavior” defined for the purposes of LAP?

Behavior is disruptive when a student exhibits an ongoing pattern of physical or verbal actions that are off task, interferes with, and impacts adversely, the student’s learning and the learning process of other students. This pattern of behavior:

- Disrupts school and classroom routines habitually, and
- Impedes the instructor’s ability to teach effectively, and
- Diverts energy and resources from the educational process, and
- Is unresponsive to standard classroom management strategies and building intervention(s), and
- Reduces the student’s access to learning.

#### F2. How can a district use LAP funds to reduce disruptive behavior in the classroom?

Districts may use LAP funds to provide evidence-based support services to students who demonstrate disruptive classroom behaviors, and who meet same LAP eligibility criteria as other LAP students. Behavior services provided must be based on data to determine need and monitor progress. Research-based programs and proven interventions practices must adhere to program requirements.

Behavior services may be provided to students who meet eligibility requirements; however, these interventions must be “in addition to” universal supports offered to all other students in a school-wide intervention model such as PBIS (Tier 1 = Universal. Tier 2 and Tier 3 = Supplemental). For students receiving behavior interventions (regardless of whether or not the student is receiving academic supports as well), schools will report progress data for ELA or math because the behavior intervention is intended to have indirect effects on academic performance. In other words, report the same data for these students as for all other LAP interventions.

The district may, however, use their five percent LAP set-aside for community partnerships to provide academic or non-academic supports to students in an effort to improve overall readiness to learn. These funds are not limited to LAP-eligible students, and may be used to support a district staff person who is tasked with improving school climate, implementing universal intervention systems to improve academic access, and to improve practices associated with social-emotional learning. The district could, in theory, use their five percent set-aside for universal Tier 1 interventions, and use regular LAP dollars for Tier 2 and Tier 3 interventions for LAP-eligible students.

#### F3. Do students displaying disruptive classroom behaviors also have to be below standard academically in ELA and/or mathematics to be served by LAP?

Yes.

#### F4. If a student has an IEP for a behavior disorder may the student qualify for LAP support?

Yes, the student may qualify for LAP services related to disruptive classroom behavior after the IEP-specific services are provided.

#### F5. What are some allowable activities for the use of LAP funds to address “student disruptive behavior” in the classroom?

By July 1, 2015, OSPI will develop and publish a state menu of best practices and strategies to assist struggling students reduce disruptive behaviors in the classroom. Until then, districts may use LAP funds to implement strategies they have determined to be effective. These strategies may be based on research or on district data that supports the effectiveness of particular practices/strategies. However, these strategies may not be for an entire classroom or school; they are limited to services for those specific students who have been identified as eligible for LAP and who require these services.

**LAP Questions & Answers**

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**G. Full Day Kindergarten**

**G1. May LAP funds be used to provide full-day kindergarten classes?**

Yes, as long as the classes do not replace previously fully funded basic education kindergarten classes. When using LAP funds for full-day kindergarten, program and reporting requirements are the same as for all LAP-served students, including:

- Use of the [ELA Menu of Best Practices](#)
- Tracking individual student growth using a developmentally appropriate assessment(s)

Students should be coded in CEDARS as receiving half-day kindergarten, and flagged for “LAP Readiness.” The LAP service is considered “Extended Time,” and must be reported through the LAP Student Data application at the end of the year.

**G3. If a district has a tuition-based full-day kindergarten program, will we now be able to use LAP funds to support this program?**

Yes.

**G4. Are LAP funds used for full-day kindergarten considered part of the first focus on K–4 literacy?**

Yes. In reviewing the needs of all its K–4 struggling readers, a school or district may determine that an emphasis on kindergarten is the best strategy for prioritizing the use of LAP funds. As noted in G1 above, program and reporting requirements are the same as for all other LAP served-services.

Please note, students should be flagged for “LAP Readiness” in CEDARS. In the LAP Student Data application, please record an ELA/literacy assessment and associated growth for each student.

**LAP Questions & Answers**

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**H. Graduation Assistance****H1. What is the definition of credit retrieval?**

A credit retrieval is an opportunity for 11th and 12th grade students to earn credit towards graduation for a class they did not previously pass.

**H2. Are credit retrieval services limited to students in grades 11 and 12 for LAP?**

Grades 11 and 12 are the only grades in which credit retrieval is allowed. [RCW 28A.320.190](#)

**H3. Are credit retrieval activities applicable to ALL CORE courses?**

Yes. LAP-funded credit retrieval can be used in content areas other than just reading, writing, and mathematics – any required, credit-bearing course.

**H4. May Title I, Part A funds be used to support graduation assistance (i.e., credit retrieval) if there are no LAP funds available after addressing the needs of K-4 struggling readers?**

Under certain circumstances, this may be allowable.

Title I, Part A funds may be used to support a credit retrieval program for eligible students in a Title I, Part A targeted assistance or schoolwide high school (grades 9–12) when all of the following conditions are met:

- All supplement, not supplant regulations are met. For example:
  - The high school has never offered a credit retrieval program – excluding LAP.
  - The district does not offer credit retrieval in any of its high schools funded with state or local resources – excluding LAP.
- High school students in Title I, Part A-served schools that need additional assistance in the areas of language arts, mathematics, and/or science in order to graduate are identified.
- High schools meet the building ranking and allocation requirements, and follow all Title I, Part A program model (targeted or schoolwide) requirements.

For students in a targeted assistance model, only those students who are eligible and receiving services may participate in the credit retrieval option.

For students within a schoolwide model, this could constitute additional assistance for the lowest-achieving students in reading, writing, mathematics, and science.

**D7. Under Title I, Part A, districts must follow the ranking and allocation rules to determine which schools receive Title I, Part A funds. How does the district do this when LAP funds have to be focused at K-4 for struggling readers?**

**Scenario 1**

- The district provides all elementary schools with LAP funding to focus on the needs of K-4 struggling readers.
- Title I, Part A funds are allocated to the eligible middle school and the three eligible elementary schools (grade span). Since the district may allocate funds by grade span, a higher per pupil amount would be allocated based upon grade span and then by the percent of low-income students.
- At the middle and high schools, Title I, Part A funds may support any Title I, Part A allowable activities, including graduation assistance (please refer to H4).
- At the elementary schools, Title I funds may support K-6 mathematics, science, or 5th grade reading/ELA.
- OR, if the needs of all K-4 struggling readers were not been met through the use of all allocated LAP funds, Title I, Part A funds can then be used to provide additional K-4 literacy support at those elementary schools. (Because all LAP funds were used first, this use of federal funds for the same purpose is not considered supplanting.)

						31.10% District Poverty Avg	\$607,850 Title I Total	\$615,000 LAP Total
Building	Grade Span	Enrollment	Low Income	% Low Income	Title I Eligible	Basis	Title I Funding/ PPE	LAP Funding
Apple Elementary	K-5	357	201	56.3%	Yes	District Average	\$130,650/ \$650	\$135,000
Banana Elementary	K-5	261	122	46.7%	Yes	Grade Span	\$73,200/ \$600	\$130,000
Carrot Elementary	K-5	529	205	38.8%	Yes	Grade Span	\$112,000/ \$500	\$125,000
Date MS	6-8	598	224	37.5%	Yes	Grade Span	\$192,000/ \$857	
Eggplant Elementary	K-5	222	70	31.5%	No			\$125,000
Fennel Elementary	K-6	221	48	21.7%	No			\$100,000
Grape MS	6-8	569	145	25.5%	No			
Huckleberry High	9-12	1560	326	20.9%	No			

**Scenario 2**

- The district must serve all Title I, Part A buildings above 75 percent poverty.
- The remaining buildings were rank ordered by grade span.
- All buildings above the districtwide average are eligible for service, as well as those 35 percent and above.
- Since no buildings below 35 percent are eligible, the 125 percent rule does not apply.
- Because LAP is required to be used to support K-4 struggling readers, all elementary schools receive LAP funds.

After all elementary schools received LAP funds to address K-4 literacy, \$25,000 in LAP funds remained. Those funds were provided to Okra High School to support 11th and 12th- grade students needing additional assistance to graduate.

Title I, A funds at the elementary schools may be used to support math, science, and 5-6 grade literacy. In this situation, they may not be used to supplement the LAP funds supporting K-4 literacy due to the federal prohibition on supplanting.

						44.20%	\$615,715	\$610,000
						District Poverty Avg	Title I Total	LAP Total
Building	Grade Span	Enrollment	Low Income	% Low Income	Title I Eligible	Basis	Title I Funding/ PPE	LAP Funding
Lima Elementary	K-6	304	246	80.9%	Yes	75%+	\$123,000/ \$500	\$135,000
Melon JHS	7-8	417	320	76.7%	Yes	75%+	\$158,400/ \$495	
Nectarine Elementary	K-6	285	206	72.3%	Yes	Grade Span	\$92,700/ \$450	\$125,000
Okra High School	9-12	177	96	54.2%	Yes	Grade Span	\$45,600/ \$475	\$25,000
Pumpkin Elementary	K-6	218	110	50.5%	Yes	Grade Span	\$46,750/ \$425	\$95,000
Quince Elementary	K-6	418	165	39.5%	Yes	35%	\$34,475/ \$215	\$145,000
Radish JHS	7-8	640	245	38.3%	Yes	35%	\$114,790/ \$469	
Strawberry Elementary	K-6	221	48	21.7%	No			\$85,000
Tomato High	9-12	1016	196	19.3%	No			