

**State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund**



U.S. Department of Education

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Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA’s response. Throughout this document, questions that refer to an SEA’s ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021**, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA’s plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department’s website when it is received and will indicate each plan’s approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations (“CRRSA”) Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page


Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX): S425U210015

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<p>By signing this document, I agree to each of the assurances listed in Appendix C and further assure that:</p> <p>To the best of my knowledge and belief, all information and data included in this plan are true and correct.</p>	
<p>Chief State School Officer or Authorized Representative (Printed Name)</p> <p>Chris Reykdal</p>	
<p>Signature of Authorized SEA Representative</p> 	<p>Date:</p> <p>11/19/2021</p>

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's *Safer Schools and Campuses Best Practices Clearinghouse* so that they can be shared with other States and LEAs.

During Washington's 2021 Legislative Session, legislators acted quickly by passing [House Bill 1368](#), a January early action bill, which addressed the CRRSA / ESSER II funding for school districts. The bill required school districts to submit two plans. By March 1, 2021, school districts submitted [school building reopening plans](#) to the Office of Superintendent of public Instruction (OSPI) that detailed their plans to expand in-person learning and provided data, by grade level, of students receiving different modes of learning (in-person, hybrid, remote). School districts were also required to submit [Academic and Student Well-being Recovery Plans](#) by June 1, 2021. This plan required more detailed information from school districts, including identification of diagnostic assessment tools by grade level, student learning and well-being gaps, as well as additional instruction and well-being support and extracurricular opportunities. The top strategies that have been most effective in supporting the needs of students in Washington state have been embedded in our Recovery Plan requirements, including:

- School district equity analysis tool
- Analysis of data by student group
- Educator professional learning and support to address the needs of students most impacted by the COVID-19 pandemic

As of the submission of this template, about 91% of school districts have met the June 1 deadline for their Academic and Student Well-being Recovery Plan. OSPI will be reviewing all school districts' plans and providing feedback, when necessary. We will create and publish a summary of plans including the strategies districts plan to employ for summer 2021 and the 2021–22 school year. All school districts were required to have school board approval and must publish their plans on their district public-facing websites.

2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

OSPI has reviewed the data that we currently have access to at the state level, including a COVID-19 Student Survey, attendance data, and high school transcription data for the first half

of the 2020–21 school year. The district-level Academic and Student Well-Being Recovery Plans will provide additional information useful to the state in looking toward short and long-term recovery for students and schools. The top three issues currently facing students and schools across Washington state as a result of the COVID-19 pandemic are:

- Student and staff well-being
- Engagement and Attendance
- Acceleration of learning opportunities

Student and Staff Well-Being

In collaboration with Washington State Department of Health, Washington State Health Care Authority, and the University of Washington, in early spring 2021, OSPI released the COVID-19 Student Survey, an optional survey districts could use to gauge academic and well-being factors with middle and high school students. Districts opting-in for the survey received aggregate building and grade-level data on their students. OSPI received state-level data of student responses. Approximately 32,600 middle school students and 32,000 high school students participated in the COVID-19 Student Survey. It should be noted that this data collection did not include a statistically representative sample of students, as schools and students opted in. Therefore, the statewide data are transferable, but not generalizable.

In this data collection, responding students identified the following as the top issues they faced during the 2020–21 school year:

- About 69% of responding middle and high school students said they felt school was more challenging during the pandemic.
- About 41% of responding middle and high school students said they felt their grades were worse this year (2020–21) as compared to the last school year (2019–20).
- About 52% of responding middle school students and 68% of responding high school students said they felt they learned less this year compared to last year.
- About 45% of responding middle school students and 58% of responding high school students said they felt sad, depressed, or hopeless most days over the last 12 months.
- About 16% of responding middle school students and 23% of responding high school students said they sought mental health services this year.

Engagement and Attendance

- In the middle school grades, the average monthly number of absences has increased by 60%, from 1.8 to 2.9 absences.
- Among some student groups, middle school absences have nearly doubled or more:
 - English learners (2.1 absences in January 2020 compared to 5.0 in January 2021)
 - Students who are low-income (2.2 absences in January 2020 compared to 4.2 absences in January 2021)

- Students who are migratory (2.1 absences in January 2020 compared to 5.3 absences in January 2021)

Acceleration of Learning Opportunities

- In the first term of the 2020–21 school year, 25% of high school students had at least one course where they didn’t earn credit (received an F, No Credit, or Incomplete).
- Some student groups experienced disproportionate loss of credit (an F, No Credit, or Incomplete) in the first term of the 2020–21 school year:
 - The rate was 48.8% for students who are American Indian/Alaska Native
 - The rate was 46% for students who are English learners
 - The rate was nearly 40% for students who are low-income

We will also better understand the current situation for students in our state through the Academic and Well-being Recovery Plans submitted by school districts in early June. Currently, about 91% of school districts have submitted these to OSPI. OSPI will review plans in the coming weeks.

3. Identifying Needs of Underserved Students: Describe your State’s 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
 - i. Students from low-income families,
 - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
 - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
 - iv. English learners,
 - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
 - vi. Students experiencing homelessness,
 - vii. Children and youth in foster care,
 - viii. Migratory students, and
 - ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,¹ chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

Table A1. Indicators of Academic Impact by Student Group

Student Group	Enrollment (Jan 2021)	Average Absences per Student per Month (Jan. 2021)	Average Absences per Student per Month (Jan. 2020)	Percentage of High School Students with at least One Course Resulting in No Credit (Fall 2020)
Low-income/Eligible for Free and Reduced-Price Meals	487,781	3.3	2.3	39.0%
American Indian/Alaska Native	14,355	4.7	3.1	48.8%
Asian	91,167	1.1	1.2	9.6%
Black/African American	50,264	2.7	2.4	26.6%
Hispanic/Latino of any race(s)	270,499	3.3	2.2	38.8%
Native Hawaiian/Other Pacific Islander	13,691	3.9	3.0	42.6%
Two or More Races	96,317	2.2	1.9	24.1%
White	555,112	1.9	1.7	20.5%
Female	527,835	2.1	1.9	22.0%
Gender X	1,613	2.4	3.9	47.5%
Male	562,002	2.4	1.8	27.8%
English Language Learners	132,784	3.1	2.1	46.2%
Students with Disabilities	156,967	2.9	2.2	33.5%
Experiencing Homelessness	28,019	4.9	3.7	*

¹ For the purposes of the plan, “academic impact of lost instructional time” refers to “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

* Data not available at time of report.

Highest Priority Needs by Student Group

Students from Low-Income Families

Students from low-income families faced disproportionate access to state and federal resources throughout the pandemic resulting in a negative impact on overall student academic engagement. Significant impacts were noted in the areas of decreases in regular attendance, limited access to technology, limited access to support staff and teachers within and beyond the school day, and the inability to engage fully or consistently due to the home learning environment requiring multiple demands on the student while parents and/or guardians worked.

Students from Each Racial or Ethnic Background used by the State for Reporting Purposes

Refer to the table above for each racial and ethnic student group and data regarding absences and percentage of students with at least one course resulting in no credit.

Students by Gender

Looking specifically at differences in gender, male and female trend lines run parallel over the course of the last six years, including an increase in Regular Attendance and Ninth Grade on Track. The figures also show continued disparities for male students with completing ninth grade on track for graduation and with dual credit enrollment.

Students who are English Learners

Students who are multilingual/English learners and their families faced disproportionate access to state and federal resources throughout the pandemic, resulting in a negative impact on overall student academic engagement. Anecdotal evidence from various local education agencies (LEAs) as well as from state advisory groups such as the Bilingual Education Advisory Committee and the Migrant State Committee reported significant impacts in the areas of regular attendance, limited access to support staff and teachers within and beyond the school day, and the inability to engage due to the home learning environment requiring multiple demands on the student while parents and/or guardians worked.

For the 2020–21 school year, the English Language Proficiency Assessment and WIDA Alternate Assessment are being administered. As of March 2021, roughly 40% of the English Language Learners had completed the assessment. Since the assessment data was incomplete in 2019–20 and results for 2020–21 show a significant number of families waiving the assessment, it's highly unlikely we will have sufficient data to support comparative analysis.

Based on the data available, including anecdotal, the top three priorities for multilingual/English learners are support in **attendance**, additional opportunities for **credit accrual** both during the

summer and school year, and **consistent staffing** that has qualified credentials in Bilingual Education.

Students with Disabilities

OSPI has general supervisory responsibility for children with disabilities ages 3–21 (IDEA Part B). Children with disabilities ages 0–2 are served by a partner state agency, the Division of Children, Youth, and Families (DCYF) (IDEA Part C).

Data on the needs of Washington’s children with disabilities (3–21) were collected through ongoing reports from local education agencies (LEAs) to OSPI, federal reporting, dispute resolution, monitoring, discussions with the state Special Education Advisory Committee panel (SEAC), public comment, surveys, and anecdotal information provided by families, advocates, educators, and school and district leaders. Analysis of the data demonstrated the following highest priorities for the remainder of the 2020–21 school year, summer, and the 2021–22 school year related to the impact of the COVID-19 pandemic:

1. Inclusionary practices, including the training and implementation of Universal Design for Learning (UDL), Assistive Technology (AT), and Individualized Education Programs (IEPs) developed to support students with disabilities access and progress in general education curriculum and classrooms, with supplemental specially designed instruction.
2. Progress Monitoring, data-based decision making, and reviewing educational benefit.
3. Recovery services, compensatory education, learning acceleration, and effective specially designed instruction.

OSPI works in partnership with DCYF, who administers the Early Support for Infant and Toddlers (ESIT) Part C program. The ESIT priorities to address the needs of children with disabilities, ages birth–2, are:

- Workforce support and stabilization including addressing issues related to staff retention and culturally appropriate evidence based coaching practices.
- Family support and stabilization including addressing basic needs and technology costs.
- Supporting the mental health needs of both families and service providers including recruitment of a more diverse, representative infant-family mental health workforce.
- Enhancing public awareness regarding the importance of early intervention to support the early identification of all eligible children.

Students Experiencing Homelessness

Students experiencing homelessness were disproportionately impacted by the health, safety, economic, and educational consequences of the COVID-19 pandemic. Objective and anecdotal data show disproportionate decreases in enrollment, identification, attendance, and academic achievement for this student group. Likely due to housing instability and low income, students experiencing homelessness struggled more with remote learning than their peers, due in part to poor access to broadband connectivity and lack of access to electronic devices. Remote learning and physical distancing requirements also created significant challenges for school districts to meet the identification and service requirements of the federal McKinney-Vento Homeless Assistant Act.

Based on a review of student-level data available to OSPI, information from LEAs, and feedback from community-based partners serving students and families experiencing homelessness, the top needs for students experiencing homelessness focus on stable enrollment and identification by LEAs, and ongoing support for consistent attendance and academic engagement. Specific examples include increased human capacity at most schools (e.g., homeless liaisons), increased availability of trauma-informed educators to provide academic engagement, learning acceleration, and wraparound services in partnership with the community-based support organizations (housing, employment services, behavioral health supports), and timely access to transportation to/from school.

Children and Youth in Foster Care

Students in foster care were also disproportionately impacted by the health, safety, economic, and educational consequences of the COVID-19 pandemic. Objective and anecdotal data show disproportionate decreases in enrollment, identification, attendance, and academic achievement for this student group. Washington's child welfare system, like the public education system, faced significant challenges fulfilling its vital role. The combined result led to less placement stability and poorer communication between caseworkers, foster families, and educators about the needs of students in foster care.

Based on a review of student level data available to OSPI, information from LEAs, and feedback from community-based partners serving students living in foster care, the top needs for this student group focus on stable enrollment and identification by LEAs, and ongoing support for consistent attendance and academic engagement. Specific examples include increased human capacity at most schools (e.g., foster care liaisons), increased availability of trauma-informed educators to provide academic engagement, learning acceleration, and wraparound services in partnership with the community-based support organizations (child welfare, community-based service organizations, behavioral health supports), and timely access to transportation to/from school.

Students who are Migratory

Students who are migratory and their families faced disproportionate access to state and federal resources throughout the pandemic – resulting in a negative impact on their overall academic engagement. Anecdotal evidence from various LEAs accepting a Title I, Part C Migrant Education grant suggests that students who are migratory temporarily placed their academic goals on hold because of the need to help their families recover the substantial loss in wages. Migratory students, for example, reported opting for temporarily, and in some cases permanently, engaging in seasonal agricultural work, mobility, caring for siblings in the home, or taking on other responsibilities in the absence of a parent at the home. Migratory high school students experienced the largest changes in attendance, grades, and credit accrual.

From a sample of LEAs with high migratory student enrollment, where migratory students were enrolled in 14,249 courses at the start of the 2020–21 school year, 33% averaged a failing rate, necessitating intervention toward credit recovery and accrual. Moreover, preliminary absence

data suggests that 13.6% of migratory students had more than two absences per month, on average, compared to their non-migrant student counterparts (10.6%) in Washington state.

In addition, migratory students in Washington state have been identified as needing substantial social-emotional support. According to the 2018 Healthy Youth Survey, 47.7% of migratory students reported experiencing depression, 24.2% reported experiencing bullying, and 28.9% reported contemplating suicide. The 2020–21 COVID Student Survey data is still being collected on the overall impact of COVID-19, and data statewide suggests that the need for increased behavioral health supports is further exacerbated due to the loss or near loss of a family member due to illness or related to the negative impacts of COVID-19 such as social isolation and the limited ability to access additional help from their social networks.

The top three priorities for students who are migratory include additional credit accrual opportunities to recover what may have been lost. Opportunities to reengage with teachers and counselors due to the reduction of hours staff were available during remote learning and social-emotional supports specific to behavioral health interventions.

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

Washington's Legislature passed House Bill 1368 early in the 2021 Legislative Session that required local education agencies (LEAs) to submit an Academic and Student Well-Being Recovery Plan by June 1, 2021. The plans must address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic. OSPI will review and either approve the submitted plans or request additional information from LEAs. Approval of the plan is required before ARP ESSER funds will be released for LEA use.

Specifically, LEAs must address the following elements in their Academic and Student Well-being Recovery Plan, using the OSPI provided template:

- a. Identification of specific diagnostic assessments tools by grade level; identification of student learning and well-being gaps; and focus of additional time, supports, and/or extracurricular activities for students most impacted.
- b. Inclusion of the following student groups in all data included in the Plan: American Indian/Alaska Native; Asian; Black/African American; Hispanic/Latino of any race(s); Native Hawaiian/Other Pacific Islander; Two or More Races; White; English Learners; Students Experiencing Poverty; Students with Disabilities; Students Experiencing Homelessness; and Students in Foster Care.
- c. Students' learning recovery (including addressing the needs of the student groups identified above), specifically identifying and correcting disproportionate impacts

resulting from the school building closures and extended time in remote learning due to the COVID-19 pandemic.

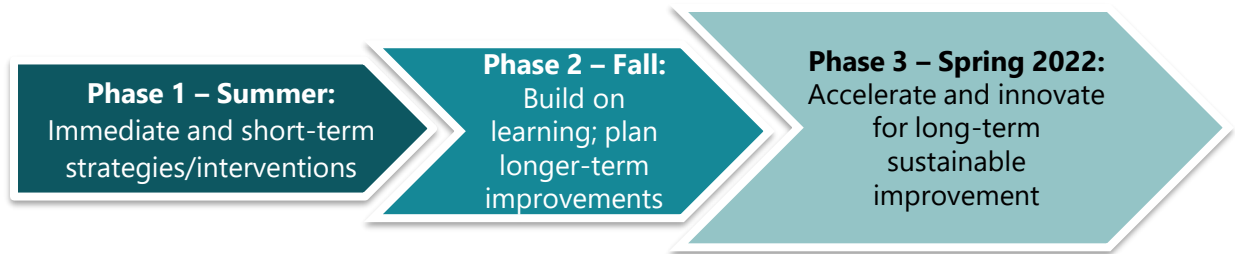
- d. Provision of additional instruction, student well-being support, and extracurricular opportunities based on an assessment of student needs (academic and well-being).
- e. Use of an equity analysis tool in the development of the plan.
- f. Approval of the plan by the LEA's school board or authorizing body (e.g., public posting, provide opportunity for public comment as federal requirement).
- g. Posting of the LEA's plan on their public-facing website, making it accessible for those with disabilities and those in the community whose primary language is one other than English.

OSPI provided guidance to LEAs on potential diagnostic assessments to assist in understanding the impact on students. OSPI also developed Tableau dashboards that are available to school districts. [OSPI's guidance document](#) with these assessments is available on the OSPI website and here is the list of academic and well-being diagnostic assessments districts could identify in their Academic and Student Well-being Plans or write in other assessments they use.

Academic Diagnostic Assessments	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CPAA (NWEA)
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input type="checkbox"/>	DRA (Developmental Reading Assessment)
<input type="checkbox"/>	DRP (Degrees of Reading Power)
<input type="checkbox"/>	EasyCBM
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input type="checkbox"/>	Fountas & Pinnell
<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input type="checkbox"/>	iReady
<input type="checkbox"/>	IRLA
<input type="checkbox"/>	iStation
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)
<input type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
<input type="checkbox"/>	MAP Math
<input type="checkbox"/>	MAP Reading

Academic Diagnostic Assessments	
<input type="checkbox"/>	Mastery Connect
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	PALS
<input type="checkbox"/>	Read 180 (assessment tools)
<input type="checkbox"/>	Read Well
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments
<input type="checkbox"/>	Smarter Balanced Math Summative Assessments
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
<input type="checkbox"/>	STAR Math
<input type="checkbox"/>	STAR Reading
<input type="checkbox"/>	Success for All (SFA)
<input type="checkbox"/>	SuccessNet
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	WIDA MODEL for Kindergarten
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input type="checkbox"/>	Other

OSPI has reviewed each LEA plan and will soon be able to further identify student groups most impacted by the pandemic. The June 1 submission of LEAs' plans is the first phase of three allowing LEAs to engage in and plan for continuous improvement cycles, and time to design and implement powerful and equitable systems to support student needs and plan for long-term system changes. All three phases are iterations of one singular plan in which the LEA builds an initial plan, collects data, monitors progress, makes adjustments, and implements deep, sustained improvements over time.



- Phase 1—June 2021: Initial LEA plan for academic and student well-being recovery and acceleration strategies to be implemented for the summer and early fall of 2021.
- Phase 2—November 2021: Review and analyze student data from the implemented Phase 1 strategies/interventions for each student group identified. Reflect and build on learning. Adjust and begin longer-term planning of recovery and acceleration strategies and interventions for implementation over the winter and throughout the 2021–22 school year. Continue to collect data.
- Phase 3—April 2022: Continue improvement cycle for strategies and interventions implemented in Phases 1 and 2 by reviewing and analyzing the collected data to inform next steps and engage in long-term sustained strategies for the next school year and beyond (2022–23+) (e.g., moving to a balanced calendar, implementing standards-based grading, or project-based learning).

5. School Operating Status: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
 - i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
 - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
 - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
 - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.
 - a) Mode of instruction: OSPI has been gathering information on a weekly basis regarding districts' instructional models. At the district level and by grade band (elementary, middle, high school), they report whether they were traditional in-person, partial in-person for all students (hybrid), in-person for some students either via small groups or

phased in for some grade levels, or 100% remote learning. These data have been [reported publicly on the OSPI website](#) weekly since January 18, 2021. The data are at the district level, not at the school level. We fully expect that schools will be operating full-time in-person for the 2021–22 school year. Therefore, in fall 2021, there is no additional data collection planned around type of instruction because. If a district is offering a remote/online option, student enrollment in that option would be captured in our regular student-level data collection.

- b) Enrollment by mode of instruction: OSPI has detailed district enrollment data as well as information about which instructional model is offered at the district, and these two pieces of information can be linked. However, some students and families have elected to continue remote learning even after in-person instruction was offered, and OSPI does not currently have detail regarding which students opted to continue remote instruction. Therefore, the state-level enrollment data would be reflective of the district’s learning modality generally and would not be representative of individual students’ learning modalities. Between June and August 2021, OSPI plans to gather a point-in-time indicator of which students opted to continue remote learning. Those data will allow a table of enrollment by student group by mode of instruction for the 2021-22 school year. There is no additional data collection planned for fall 2021 for model of instruction because it is the expectation that all LEAs return to traditional in-person learning. If an LEA is offering a remote/online option, student enrollment in that option would be captured in our regular student-level data collection.
- c) Attendance by mode of instruction: Similar to (b) above, OSPI has detailed absence information by student, student group, and school. However, some students and families have elected to continue remote learning and OSPI does not currently have that information. Therefore, absence data would be more indicative of the school district’s learning modality rather than that of specific students. With the student-level flag indicating who opted to continue remote learning, OSPI will be able to compile absence information by modality in addition to student group.

- ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

OSPI will not have all the data by June 21, 2021. OSPI will post available data and will update the website as more data are processed.

- iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

OSPI will not be collecting summer 2021 operational status and mode of instruction. For the 2021–22 school year, OSPI does not intend to collect school/district level mode of instruction data, given the expectation that schools will be operating fully in-person. Students that choose remote learning will be enrolled in schools offering that specifically, either through their district or through a multi-district program.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. **Support for LEAs:** Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
 - i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

Complete the table below, adding rows as necessary, or provide a narrative description.

Table B1.

Mitigation strategy	SEA response
Universal and correct wearing of masks	
Physical distancing (e.g., including use of cohorts/podding)	<i>See Narrative description below</i>
Handwashing and respiratory etiquette	<i>See Narrative description below</i>
Cleaning and maintaining healthy facilities, including improving ventilation	<i>See Narrative description below</i>

Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	<i>See Narrative description below</i>
Diagnostic and screening testing	<i>See Narrative description below</i>
Efforts to provide vaccinations to educators, other staff, and students, if eligible	<i>See Narrative description below</i>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	<i>See Narrative description below</i>

SEA support for LEAs to implement COVID-19 prevention and mitigation strategies:

From the beginning of the pandemic, OSPI has worked closely with the Washington State Department of Health (DOH) to develop and disseminate clear requirements and guidelines for implementing non-pharmaceutical prevention and mitigation strategies for COVID-19, including use of masks/face coverings, physical distancing, handwashing and respiratory etiquette, cleaning and ventilation, and contact tracing, in combination with isolation and quarantine. These requirements and guidelines meet or exceed CDC guidance, and are distributed directly to all LEAs, and are posted to [OSPI's website](#) and the [Department of Health \(DOH\) website](#).

OSPI partnered with DOH and local health jurisdictions to ensure all LEAs are aware of available diagnostic and screening testing resources in local communities. Working with these and other partners, we piloted school-based testing strategies in approximately 1/3 of LEAs over the course of the past 6 months. Availability of this initiative will be expanded to **all** LEAs for the 2021–22 school year.

OSPI has strongly advocated for vaccination for all educators, school staff, eligible students, and their families. Working with a healthcare system with statewide scope (Kaiser Permanente), OSPI brokered easy access to vaccination for school staff and students, which augmented local community vaccination initiatives.

Information on appropriate accommodations for children with disabilities is included in all [COVID-19 health and safety policies, requirements, and guidelines](#).

- ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

Under [Washington State Emergency Proclamation of the Governor 21-05](#), dated March 15, 2021, all LEAs were required to offer at least 30% of their average weekly instructional hours as on-campus, in-person instruction for all K–12 students who wish to attend in-person by April 19, 2021.

OSPI has notified all LEAs of the expectation that all students will be offered full-time, on-campus, in-person instruction beginning in the 2021–22 school year.

OSPI gathers weekly information from LEAs regarding their currently-deployed learning models and the number of students accessing these models, including in-person, hybrid, or remote learning.

- iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

OSPI and LEAs are in constant consultation with state and local health officials. OSPI and LEAs have received [extensive support for screening testing](#) from the Washington State Department of Health based on funding awarded by the CDC.

- iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

OSPI has, and will continue to, provide guidance, professional learning, and technical assistance to LEAs regarding strategies for workplace safety requirements, public health and safety, and educational delivery. These resources are distributed to LEAs on a regular basis and are [posted to the OSPI website](#) for easy access by LEAs, educators, families, and students.

- 2. **Safe Return to In-Person Instruction and Continuity of Services Plans:** Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA’s website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA’s website such a plan that meets statutory requirements before the enactment of the ARP Act, including:
 - i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;
 - ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social, emotional, mental health, and other needs, which may include student health and food services;

- iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),² and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and
- iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

All LEAs are required to submit a plan that meets these requirements by June 1, 2021. LEAs will not receive ARP ESSER funding until their plans are approved. These plans are iterative and OSPI will follow-up with districts periodically throughout the 2021–22 school year to update information.

For the 2021–22 school year, LEAs will provide updates to their plans in three phases. All three phases are iterations of one singular plan in which the LEA builds an initial plan, collects data, monitors progress, makes adjustments, and implements deep, sustained improvements over time.

- Phase 1—June 2021: Initial LEA plan for academic and student well-being recovery and acceleration strategies to be implemented for the summer and early fall of 2021.
- Phase 2—November 2021: Review and analyze student data from the implemented Phase 1 strategies/interventions for each student group identified. Reflect and build on learning. Adjust and begin longer-term planning of recovery and acceleration strategies/interventions for implementation over the winter and throughout the school year 2021–22. Continue to collect data.
- Phase 3—April 2022: Continue improvement cycle for strategies/interventions implemented in Phases 1 and 2 by reviewing and analyzing the collected data to inform next steps and engage in long-term sustained strategies for the next school year and beyond (2022–23+) (e.g., moving to a balanced calendar, implementing standards-based grading, or project based learning).

OSPI will review each plan submitted. Plans not meeting the requirements set by OSPI and the Washington State Legislature will be returned to the LEA for additional information.

For children with disabilities, in addition to the activities described above, OSPI will ensure implementation of LEA plans through the provision of technical assistance and support, and will revise the general supervision monitoring process to include review of progress reports and

² ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

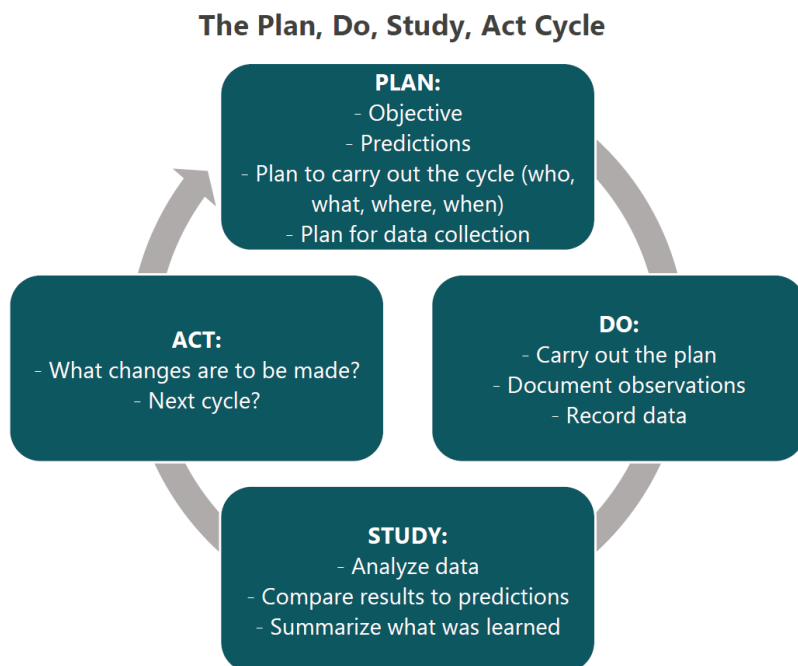
multiple years of student IEPs to ensure progress. In addition, OSPI will review the extent to which recovery services were discussed, documented, and implemented, as well as how the decisions regarding recovery services were made. OSPI will continue to interview students, parents and families, and service providers regarding the provision of special education and related services to students. OSPI will continue to review language access for families whose primary language is not English, including documentation of interpreters attending IEP and evaluation meetings.

Continuous Improvement Cycles

The Washington LEA Academic and Student Well-being Recovery Plan is an iterative process for LEAs to plan with the end in mind and may be implemented in three phases based on student needs identified through diagnostic assessments. The use of a Multi-Tiered System of Supports (MTSS) framework will assist LEAs in developing and refining their plans. “Plan, Do, Study, Act” (PDSA) cycles support LEAs in learning quickly to determine what strategies and interventions to:

- ✓ Adapt and/or adjust for greater outcomes,
- ✓ Adopt when they are leading to improvement, and
- ✓ Abandon when they are not resulting in improvement.

To facilitate learning and improving, LEAs will be asked to prioritize and identify recovery and acceleration strategies and interventions on the LEA Academic and Student Well-being Recovery Plan Template. This is an opportunity to learn and support the differing approaches taken by LEAs across the state so each LEA will be asked to provide strategies and interventions for which they would like to adopt support.



C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);
 - iv. civil rights organizations (including disability rights organizations);
 - v. school and district administrators (including special education administrators);
 - vi. superintendents;
 - vii. charter school leaders (if applicable);
 - viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
 - ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

OSPI is committed and regularly consults with a variety of education stakeholder groups and individuals. As a state agency it is consistent with our normal practice to engage in meaningful consultation in informing education policy and practice. Washington state faced the COVID-19 pandemic early and immediately engaged with stakeholders across the education system to inform our ongoing work. As the pandemic began to shift toward recovery the focus of our consultation shifted to learning recovery and acceleration. The majority of consultation with the following stakeholders took place over the past several months and focused on the following topics:

1. Student groups impacted by the COVID-19 pandemic
2. Evidence-based interventions used to accelerate academic and student well-being recovery
3. Input on both SEA and LEA plans for summer and the 2021–22 school year

Following are some of the stakeholder groups and partners OSPI has met with over the past 6 months regarding these topics:

Stakeholder Group	Specific Group
i. Students	• Open Doors for Multicultural Families

	<ul style="list-style-type: none"> • Roots for Inclusion • Inclusion for All • Office of the Education Ombuds • The ARC of WA • One America • Investing in Student Potential Coalition • WA Autism Alliance • Disability Rights WA • Washington Legislative Youth Advisory Council (LYAC) • Washington Journalism Education Association Student Journalists • WASA/WSSDA/WASBO Legislative Conference student attendees • Stand for Children Webinar facilitated by students • Youth Experiencing Foster Care, Incarceration, and Teen Parenting
ii. Families	<ul style="list-style-type: none"> • Teacher and Principal Evaluation Project steering committee • Special Education Advisory Council • Open Doors for Multicultural Families • Partnership for Action Voices for Empowerment (PAVE) • Roots for Inclusion • Inclusion for All • Office of the Education Ombuds • The ARC of WA • One America • Investing in Student Potential Coalition • WA Autism Alliance • Disability Rights WA • Black Joy Consortium for Reimagining Education • Migrant State Advisory Committee (SAC) • Bilingual Education Advisory Committee (BEAC) • Washington State Parent Teacher Association
iii. Tribes	<ul style="list-style-type: none"> • Partnership for Action Voices for Empowerment (PAVE) • Washington State Native American Education Advisory Committee (WSNAEAC)
iv. Civil right organizations	<ul style="list-style-type: none"> • Special Education Advisory Council • Open Doors for Multicultural Families

	<ul style="list-style-type: none"> • Partnership for Action Voices for Empowerment (PAVE) • Roots for Inclusion • Inclusion for All • Office of the Education Ombuds • The ARC of WA • One America • Investing in Student Potential Coalition • WA Autism Alliance • Disability Rights WA • Black Joy Consortium for Reimagining Education • Challenge Seattle
v. School and district administrators	<ul style="list-style-type: none"> • Student Learning Workgroup • Teacher and Principal Evaluation Project steering committee • Special Education Advisory Council • Educational Service Districts • Regional and District Special Education Directors • Washington Federation of Independent Schools • Washington State Native American Education Advisory Committee (WSNAEAC) • Migrant State Advisory Committee (SAC) • Bilingual Education Advisory Committee (BEAC) • Graduation: A Team Effort (GATE) Partnership Advisory Committee • Washington Association of School Administrators • Committee of Practitioners
vi. Superintendents	<ul style="list-style-type: none"> • Student Learning Workgroup • Teacher and Principal Evaluation Project steering committee • Special Education Advisory Council • Educational Service Districts • Washington State Native American Education Advisory Committee (WSNAEAC) • Migrant State Advisory Committee (SAC) • Bilingual Education Advisory Committee (BEAC) • Graduation: A Team Effort (GATE) Partnership Advisory Committee

	<ul style="list-style-type: none"> • Washington Association of School Administrators • Committee of Practitioners • Superintendent's Roundtable
vii. Charter school leaders	<ul style="list-style-type: none"> • Regional and District Special Education Directors • Committee of Practitioners • Charter Commission
viii. Teachers, principals school leaders, other educators, school staff, and their unions	<ul style="list-style-type: none"> • Student Learning Workgroup • Teacher and Principal Evaluation Project steering committee • Special Education Advisory Council • Educational Service Districts • Regional and District Special Education Directors • Bilingual Education Advisory Committee (BEAC) • Washington Federation of Independent Schools • Washington State Native American Education Advisory Committee (WSNAEAC) • Migrant State Advisory Committee (SAC) • Graduation: A Team Effort (GATE) Partnership Advisory Committee • Association of Washington School Principals • Washington State School Directors' Association • Public School Employees • SEIU • Teamsters
ix. stakeholders representing the interests of children with disabilities (<u>SWD</u>), English learners (<u>EL</u>), children experiencing homelessness (<u>CEH</u>), children and youth in foster care (<u>YIF</u>), migratory students (<u>MS</u>), children who are incarcerated (<u>SI</u>), and other underserved students (<u>O</u>).	<ul style="list-style-type: none"> • Student Learning Workgroup (<u>SWD, EL, CEH, YIF, MS, SI</u>) • Special Education Advisory Council (<u>SWD</u>) • Educational Service Districts (<u>SWD, EL, CEH, YIF, MS, SI</u>) • Regional and District Special Education Directors (<u>SWD</u>) • Open Doors for Multicultural Families (<u>EL, MS</u>) • Partnership for Action Voices for Empowerment (PAVE) (<u>SWD</u>) • Roots for Inclusion (<u>SWD, EL</u>) • Inclusion for All (<u>SWD, EL</u>) • Office of the Education Ombuds (<u>SWD, EL, CEH, YIF, MS, SI</u>) • The ARC of WA (<u>SWD</u>) • One America (<u>EL, MS</u>)

	<ul style="list-style-type: none"> • Investing in Student Potential Coalition (SWD, EL, CEH, YIF, MS, SI)WA Autism Alliance (SWD) • Disability Rights WA (SWD) • Black Joy Consortium for Reimagining Education (O) • Challenge Seattle (O) • Washington State Native American Education Advisory Committee (WSNAEAC) (O) • Migrant State Advisory Committee (SAC) (EL, MS) • Bilingual Education Advisory Committee (BEAC) (EL, MS) • <u>Washington State’s Project Education Impact Workgroup (YIF)</u> • <u>Department of Children, Youth and Families (SWD, EL, CEH, YIF, MS, SI)</u> • <u>Department of Commerce (SWD, EL, CEH, YIF, MS, SI)</u> • <u>TreeHouse (YIF)</u> • <u>Building Changes (CEH)</u> • <u>College Success Foundation (O)</u> • <u>Educational Opportunity Gap Oversight and Accountability Committee (SWD, EL, CEH, YIF, MS, SI)</u> • <u>Washington Partnership Council on Juvenile Justice (SI)</u> • <u>Institutional Education Provider Workgroup (SI)</u>
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We met with the multiple stakeholders listed above in various settings and with various staff across the agency to review ESSER funding opportunities and state plan elements, and asked for their feedback.

We asked each of the organizations to widely distribute our ESSER Funding Survey to their partners, stakeholders, customers, etc., to expand the reach of feedback on use of ESSER funding. Key feedback from all included focusing our efforts on stable enrollment by LEAs, and ongoing support for consistent attendance and academic engagement.

Data on the needs of Washington’s students with disabilities (ages 3–21) were collected through ongoing reports from LEAs to OSPI, federal reporting, dispute resolution, monitoring, discussions with the state Special Education Advisory Committee (SEAC), public comment, surveys, and anecdotal information provided by families, advocates, educators, and school and district leaders.

In addition to regular consultation with stakeholder groups, OSPI is collecting information from stakeholders on their priorities for ARP ESSER funds through an online survey. The survey will be open through the summer and OSPI will review the data to inform decisions on learning recovery interests and priorities focused on the most highly impacted student populations.

Since the survey has been open, we've received over 1200 responses from stakeholders. So far, the top two priorities identified as areas of focus regardless of student group are resounding. The highest identified priority for all student groups is supports for students' mental, social, behavioral, and physical health needs. This priority is followed by supports for students' academic needs. The third and fourth priority areas identified by stakeholders thus far vacillate between programs that address disparities in learning based on race, ethnicity, income, ability, or other protected class status and resources to support family engagement and outreach, depending on the student group they identified.

In addition, OSPI plans to conduct two webinars over the summer and fall to provide updates on the Washington LEA Academic and Student Well-being Recovery Plans, the COVID-19 Student Survey, and the 2021 Legislative Session and request input and feedback as we continue to plan for future recovery efforts.

SEA engagement incorporated input into this plan.

The COVID-19 pandemic infused a change in practice, facilitating engagement and deepening relationships with our community in a virtual environment. Despite the limitations on face-to-face meetings, OSPI has continued to host meetings with our stakeholders and has developed critical bodies of guidance informed by the input from the engagement. These resources will shape how the Department guides districts in planning to use their ARP ESSER funds and how the state will invest its portion of the funds. Critical bodies of guidance include:

- [Supporting Multilingual/English Learners](#)
 - This guidance is intended to provide districts with recommendations, strategies, and resources to meet civil rights obligations to provide each eligible English learner with an appropriate English language development instructional program and meaningful access to content instruction through the various reopening models. English language development instruction must be designed to meet individual needs for sustained progress toward reaching English proficiency in the least amount of time (*Castañeda v. Pickard*, 1981, U.S. Court of Appeals). In addition, eligible English learners must be provided appropriate supports for meaningful access to rigorous content (*Lau v. Nichols*, 1974, U.S. Supreme Court).
- [Supporting Migrant Students Under Title I, Part C](#)
 - The purpose of this guidance is to provide strategies and information on how districts may provide supports and services in a variety of settings. This is not considered to be a complete list of suggestions and recommendations, but rather some ideas for providing supplemental supports to migratory students as part of the reopening schools process.
- [District Early Learning Planning Guide](#)

- On June 16, 22, and 26, 2020, OSPI convened the Early Learning Transitions Workgroup and P–3 Educator Taskforce to review the *Reopening Washington Schools 2020: District Planning Guide* with a Prenatal–3rd grade, or “P–3” lens. This guide is a collection of recommended action steps and considerations specific to school-based early learning programs for children ages 0–8 years.
- [Special Education Guidance](#)
 - This special education reopening guidance has been developed as a companion resource to OSPI’s Reopening Washington Schools 2020: District Planning Guide to provide information and resources for supporting students with disabilities throughout the school reopening process. The intent of this document is to offer guidance for all district and school administrators and educators, as they continue to provide instruction and services to students with disabilities during and after the COVID-19 health crisis. This includes guidance on partnering with families, addressing issues of equity in access, supporting social-emotional and academic development of students, and providing special education and related services across the continuum of reopening models. We recognize every district has unique needs and assets and that this guidance must be applied through local context.
- [Serving American Indian and Alaska Native Learners and Families District Guidance](#)
 - As districts and schools continue to develop [Academic and Well-Being Recovery Plans](#), the Office of Native Education and members of the Washington Native American Education Advisory Committee Social and Emotional Learning subcommittee gratefully acknowledge the commitment of our Native educators and Tribal leadership to our Native students and respectfully offer the following considerations to OSPI, ESD, and District leaders serving American Indian and Alaska Native learners and families.
- [Academic and Student Well-being Planning Guide](#)
 - This template is the primary plan that OSPI and the legislature is requiring to explain how they will be assessing student needs, interventions, and the effective use of ESSER ARP funds to support student learning and recovery.

OSPI will conduct ongoing meaningful engagement with stakeholders including those listed in B1: SEA Consultation.

OSPI will continue to develop a comprehensive set of strategies for the ARP ESSER funds in the coming months using feedback from ongoing engagement and consultation with the US Department of Education. OSPI will utilize established networks to expand and broaden engagement with advisory groups, partners, and the public to refine our state plan. All feedback collected will be analyzed by our executive and cabinet teams at OSPI. The staff supporting ARP ESSER programs will use a feedback loop with communities and provide ongoing guidance to inform state planning. Additional engagement efforts with Tribal governments will occur as applicable.

OSPI Ongoing Communication Plan

Summer/Fall 2021

- Identify staff and build OSPI and stakeholder capacity to lead ESSER work
- Coordinate with US Department of Education on ESSER Plan
- Continue updates and engagement with communities and established groups

Winter/Spring 2022

- Build OSPI capacity to lead ESSER work and build around existing continuous improvement efforts
- Share draft strategies through ongoing community engagement
- Evaluate 2020-21 School Year & Summer data, Refine strategies

Summer/Fall 2022

- Build OSPI capacity to lead ESSER work and build around existing continuous improvement efforts
- Share final strategies through ongoing community engagement
- Refine strategies and continue implementation through our continuous improvement process

2. Coordinating Funds: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:

- i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

Table C1.

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER I (CARES Act)	The LEA allocations for ESSER I are more than 80% expended. OSPI holds budget detail of those expenditures, as school districts will report	The SEA portion of ESSER I has been fully obligated and will be drawn down at a rate of use based on the specific recipient of funds.

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
	<p>actuals in their yearend reporting.</p> <p>OSPI is currently using a portion of the SEA funds for the following purposes:</p> <ul style="list-style-type: none"> • SEA admin • Non-Title I school district allocations • Changes to school district fiscal reporting systems • Grants to community-based organizations to support school-aged children in learning and well-being recovery • Internet connectivity for students and families who are low-income 	<p>The SEA portion has been obligated in part as follows:</p> <ul style="list-style-type: none"> • SEA Admin: \$286,285 • Non-Title I school district allocation: \$433,785 • Changes to School District Fiscal Reporting System: \$55,000 • LEA use of ESSER—Will be reported in detail in the financial reporting system at the end of the school year. Current information held by the SEA represents budgeted, not actual, expenditures.
GEER I (CARES Act)	<ol style="list-style-type: none"> 1. The portion of these funds dedicated to K–12 were spent on electronic devices in the fall of 2020 so districts could achieve a 1:1 student-to-device ratio. 2. The EANS funds are available for private schools to claim. 	<ol style="list-style-type: none"> 1. The full \$24,000,000 that was provided for this purpose was spent by March 2021 after the product ordered by districts in the fall was received. 2. None of these dollars have been claimed by private schools. OSPI is seeking other funding mechanisms to meet the federal guidelines.
ESSER II (CRRSA Act)	<p>The state Legislature did not approve SEA admin out of ESSER II funds.</p> <p>School districts have drawn down \$16 million of these funds since they were made available in March.</p>	<p>SEA admin from ESSER II was not allowed.</p> <p>LEA use of ESSER II will be reported in detail in the financial reporting system at the end of the school year. Current information held by</p>

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
		OSPI represents budgeted, not actual, expenditures.
GEER II (CRRSA Act)	The EANS II program has not yet been initiated by the state. The Office of Superintendent of Public Instruction is led by a separately elected official. After consultation with the Governor's Office, none of the GEER II funds were allocated to K-12.	EANS II details are unknown.

- ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

ESSER I (CARES Act) total funding \$216,892,447
ESSER I (CARES Act) available to LEAs \$195,414,884
ESSER I (CARES Act) claimed by LEAs \$155,425,569

All SEA set-aside funds have been obligated, but not all have been expended through May 2021.

ESSER II (CRRSA Act) total funding \$824,852,290
ESSER II (CRRSA Act) available to LEAs \$743,042,470
ESSER II (CRSSA Act) claimed by LEAs \$ 16,656,656

The Washington State Legislature recently passed a budget that had most of the ESSER II SEA set-aside targeted towards specific investments. Our agency is currently going through the implementation of that budget.

GEER I (CARES Act) total award \$24,000,000
GEER I (CARES Act) claimed by LEAs \$24,000,000

These funds were provided to eligible school districts as a reimbursement for 1:1 computer device purchases in fall 2020.

The SEA is not able to track LEA obligations of these funds.

- iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.³

McKinney-Vento Homeless Assistance Act funds have been awarded to LEAs with high need for additional support for students experiencing homelessness. OSPI uses state set-aside funds under this Act to provide training and technical assistance to all LEAs, and has added specific focus during the course of the pandemic on identification of students experiencing homelessness and providing supports intended to improve enrollment and attendance. The agency intends to use the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act to augment direct supports in these high-need LEAs, to increase community-based supports through funded partnerships with community-based organizations, and to increase capacity for all LEAs to successfully serve students experiencing homelessness.

IDEA state-level admin funds and statewide activity funds are also being used to support the academic, social-emotional and mental health needs of students with disabilities through the development and provisions of technical assistance, professional development, and LEA supports.

Title I, Part A funds continue to support students that are affected by the pandemic. This includes funds for staff positions, including personnel to support student well-being. Funds also support expanded services, including before and after school academic and behavioral interventions.

Title I, Part C funds also support students affected by the pandemic. This includes services specific to summer programing and after school programing to support accelerated learning opportunities as well as recovery.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act’s required State set-asides to address the academic impact of lost instructional time,

³ Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. Academic Impact of Lost Instructional Time: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

OSPI has issued a broad resource of evidence-based interventions for student groups disproportionately impacted within OSPI's [Academic and Student Well-Being Planning Guide](#). This planning guide was developed after a year of input from both stakeholder groups outlined in C1 as well as the OSPI Student Learning Advisory Workgroup. The following description of the evidence-based practices were developed in partnership with nationally recognized research organizations as well as practitioners:

Evidence Based Practices

- Diagnostics inform instructional decision-making to identify current student learning and well-being.
- Use information from diagnostics to strategically assign staff.
- Diagnostics are used in conjunction with instructionally relevant assessment processes, giving students opportunities to make their thinking visible and help teachers understand which next steps in learning will move students forward.

Supporting Research

- Educational Assessments in the COVID-19 Era and Beyond (National Academy of Education). NAE released this summary report of a roundtable discussion about the design and use of assessments in light of pandemic-related considerations. The report focuses on the intentional use of appropriate assessments, including diagnostics, to support student learning rather than punish or label students, educators, or schools.
- Classroom Assessment Learning Modules (Center for Assessment). These learning modules guide practitioners and leaders through effective assessment use within districts, schools, and classrooms to support understanding current student performance and planning next steps based on student progress.

- Formative Assessment for Remote Contexts (ASCD). This series provides practical guidance for translating formative assessment strategies to remote and hybrid contexts for use within classrooms to understand student progress and support growth. This series currently includes three installments: Understanding Learning Intentions, Evidence and Feedback, and Students Take the Lead.
- Assess What Students Need (Learning Policy Institute). This section of the Restarting and Reinventing School: Learning in the Time of COVID and Beyond report addresses how educators and policymakers can take stock of all of their students' experiences and needs as they work toward recovery and links to a set of resources to support this work. While it is important to assess what students have learned during extended periods of school building closures, it is also important to shift away from deficit-oriented strategies and Blueprint For Testing: How Schools Should Assess Students During the COVID Crisis, Lynn Olson, FutureEdGeorgetown University decontextualized modes of assessment toward authentic, formative assessments that are part of a coherent strategy to improve student learning.
- The Practical Implications of COVID-19 "Learning Loss" Studies (Center for Assessment). This three-part series discusses the implications of recently released studies attempting to use large-scale interim assessment data to shed light on the impact of the pandemic on student learning. The series discusses making sense of COVID-19 impact studies, making use of missing data to plan for interventions, and including missing data when estimating the impact on student learning.

OSPI will be evaluating the impact of the interventions selected by LEAs in addition to the state level assessments that will be administered in the fall. In the LEA plans districts were asked to identify both diagnostic assessments and evidence-based interventions for each student group. We will be asking the districts to update their plans in November related to each student group. The current list of interventions districts are using to address lost instructional time can be found on our OSPI Academic and Student Well-Being Tableau dashboard:
<https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources/lea-academic-and-student-well-being-plan-data>.

Which strategies and interventions can LEAs provide support to others in implementing?
Which strategies and interventions do LEAs need support to implement?

Filter by Strategy/Support

Multi-tiered System of Supports

Filter by ESD(s):

(All)

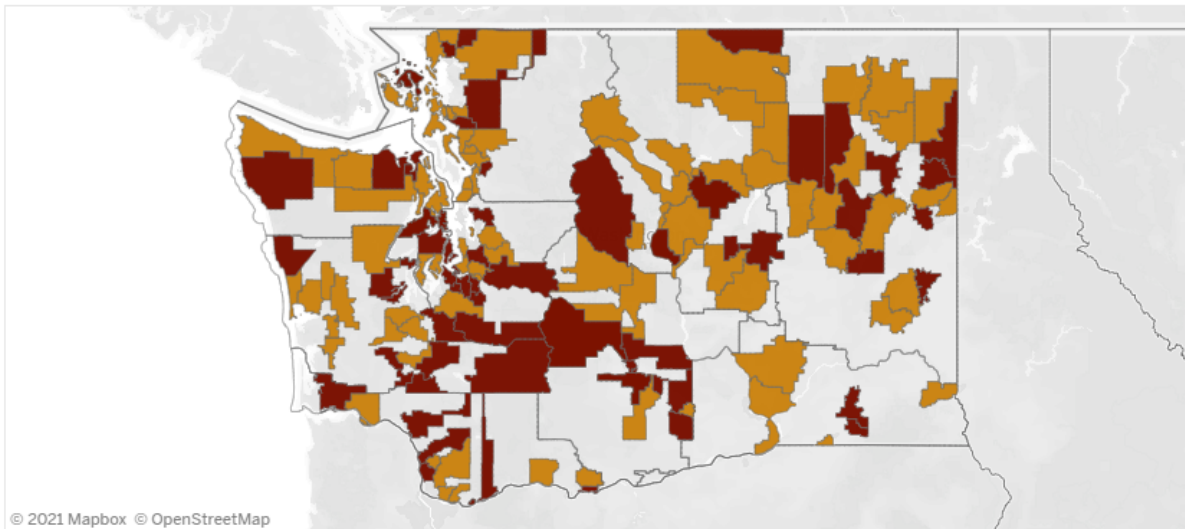
Filter by LEA(s):

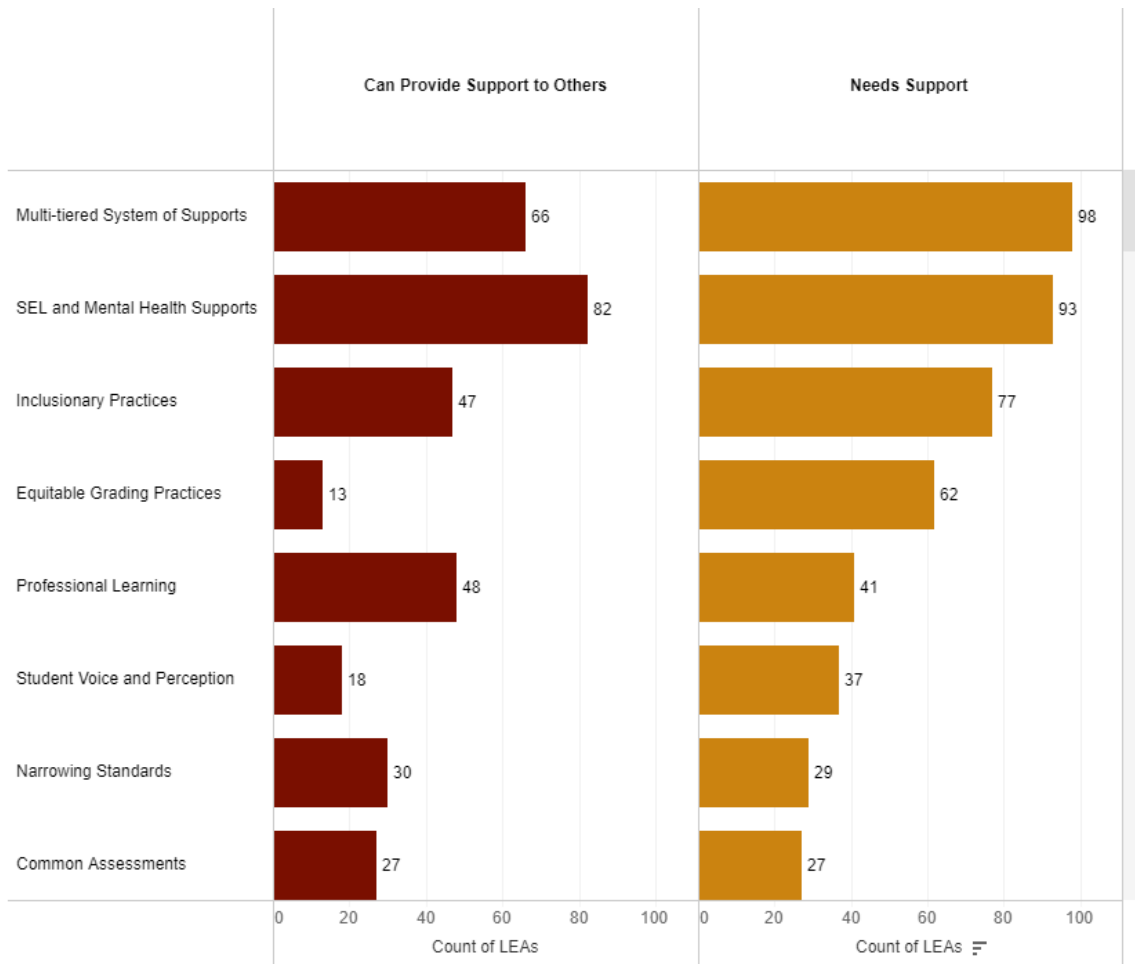
(All)

Highlight LEAs by "Can Provide Support to Others" or "Needs Support"

■ Can Provide Support to Others

■ Needs Support





- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

OSPI has issued specific guidance for students with disabilities, native education, migrant and bilingual education, early learning and students experiencing homelessness.

The COVID-19 pandemic infused a change in practice, facilitating engagement and deepening relationships with our community in a virtual environment. Despite the limitations on face-to-face meetings, OSPI has continued to host meetings with our stakeholders and has developed critical bodies of guidance informed by the input from the engagement. These resources will shape how the Department guides districts in planning to use their ARP ESSER funds and how the state will invest its portion of the funds. Critical bodies of guidance include:

- [Supporting Multilingual/English Learners](#)
 - This guidance is intended to provide districts with recommendations, strategies, and resources to meet civil rights obligations to provide each eligible English learner with an appropriate English language development instructional program

and meaningful access to content instruction through the various reopening models. English language development instruction must be designed to meet individual needs for sustained progress toward reaching English proficiency in the least amount of time (*Castañeda v. Pickard*, 1981, U.S. Court of Appeals). In addition, eligible English learners must be provided appropriate supports for meaningful access to rigorous content (*Lau v. Nichols*, 1974, U.S. Supreme Court).

- [Supporting Migrant Students Under Title I, Part C](#)
 - The purpose of this guidance is to provide strategies and information on how districts may provide supports and services in a variety of settings. This is not considered to be a complete list of suggestions and recommendations, but rather some ideas for providing supplemental supports to migratory students as part of the reopening schools process.
- [District Early Learning Planning Guide](#)
 - On June 16, 22, and 26, 2020, OSPI convened the Early Learning Transitions Workgroup and P–3 Educator Taskforce to review the *Reopening Washington Schools 2020: District Planning Guide* with a Prenatal–3rd grade, or “P–3” lens. This guide is a collection of recommended action steps and considerations specific to school-based early learning programs for children ages 0–8 years.
- [Special Education Guidance](#)
 - This special education reopening guidance has been developed as a companion resource to OSPI’s Reopening Washington Schools 2020: District Planning Guide to provide information and resources for supporting students with disabilities throughout the school reopening process. The intent of this document is to offer guidance for all district and school administrators and educators, as they continue to provide instruction and services to students with disabilities during and after the COVID-19 health crisis. This includes guidance on partnering with families, addressing issues of equity in access, supporting social-emotional and academic development of students, and providing special education and related services across the continuum of reopening models. We recognize every district has unique needs and assets and that this guidance must be applied through local context.
- [Serving American Indian and Alaska Native Learners and Families District Guidance](#)
 - As districts and schools continue to develop [Academic and Well-Being Recovery Plans](#), the Office of Native Education and members of the Washington Native American Education Advisory Committee Social and Emotional Learning subcommittee gratefully acknowledge the commitment of our Native educators and Tribal leadership to our Native students and respectfully offer the following considerations to OSPI, ESD, and District leaders serving American Indian and Alaska Native learners and families.
- [Academic and Student Well-being Planning Guide](#)
 - This template is the primary plan that OSPI and the legislature is requiring to explain how they will be assessing student needs, interventions, and the effective use of ESSER ARP funds to support student learning and recovery.

The following table describes the evidence-based work underway using ARP section 2001(f)(1) funding to target specific student groups disproportionately impacted by COVID-19.

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Acceleration Through Alternative Learning Experiences	Universal screening can identify a student's unique academic gaps and social/emotional needs, and Alternative Learning Experience (ALE) can address those limited learning gaps through individualization and acceleration. OSPI grants will provide schools with the financial incentive to adopt universal screening and provide individualized evidence-based instruction to address gaps via the flexible ALE model, increasing student engagement, content mastery, credit attainment, and graduation rates.	\$4,943,349	N	Y – competitive grants open to all districts	All students
Hope Science	The Washington Healthy Youth Survey and the COVID Student Survey both indicate that our students are facing a crisis of hope; 25-30% of students indicate they have little to no hope. This project aims to increase students', staff, and families' hope levels as measured by the evidence-based Children's Hope Scale and Adult Hope Scale. The project employs direct training and ongoing statewide support to educators and staff who have the greatest impact on students, staff, and families to build hope using the core	\$1,090,650	Y	N	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
	tenets of the science of hope: goals, pathways, and agency.				
American Indian and Alaska Native (AI/AN) Identification and Data Training	The maximum identification and reporting of American Indian and Alaska Native (AI/AN) students is an ongoing systemic issue impacting the ability of tribal, district, regional, and state leaders to make educational decisions based upon reliable data to improve the educational outcomes of AI/AN learners. The intent of this project is to develop training resources to raise awareness about the impacts of under-identification of AI/AN learners with district personnel and tribal families and to improve registration processes across the state. Components of the project include the development of training resources for a sustainable training of trainer model for school registrars and front-office personnel responsible for assisting in student enrollment, development of family-friendly resources and events for tribal education leaders and partners who support tribal students and families to educate about the impacts of AI/AN identification at the time of enrollment, and collaborate with ESDs to support their data teams who support their district partners with school	\$763,415	Y	N	American Indian / Alaska Native Students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
	enrollment and data reporting processes.				

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Improving Mathematics Throughout K-12	As districts focus on student engagement, learning recovery and acceleration there is a new opportunity to build this readiness by developing students' ability to reason mathematically, achieve strong number sense, build fluency with multiple representations, and develop facility with a variety of problem-solving strategies through a combination of initiatives. The development of a Modern Algebra II course, a curated list of evidence-based instructional materials for other K-12 mathematics courses, and assessment strategies to monitor student growth in early elementary mathematics will provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and support for pathways to graduation and beyond that meet their unique interests.	\$1,996,331	Y	Y – competiti ve grants to districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Comprehensive Native Educator Pathways	Historically the underrepresentation of AI/AN educators serving our state's tribal and non-tribal students is clear, and AI/AN learners historically face educational opportunity gaps. The solution is to disrupt both of these patterns through key changes in systems and that will make schools inviting and welcoming places for AI/AN educators, students, families and communities. This capacity building proposal creates the conditions for long-term sustainability listen, learn, and respond to the recommendations brought forward from Tribal Elders, leaders, families and students; by creating and supporting multiple pathways to recruit and retain future AI/AN educators; and by creating access to reliable data and AI/AN educators and students.	\$3,120,000	Y	Y – competitive grants to State Tribal Compact Schools and LEAs	American Indian / Alaska Native Students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Research Center and Clearinghouse	During the COVID-19 recovery period, LEAs and schools will need increased access to evidence-based research on student learning recovery and acceleration as well as, a collaborative center that can gather and display valuable information about how ESSER funds are used. The Center for the Improvement of Student Learning (CISL) Research Center and Clearinghouse will provide access to evidence-based research and staff support. Access to research will be provided through the Research Clearinghouse and academic journal access. Center staff will assist to locate, analyze and summarize existing evidence-based research, plan and execute program evaluations and collect, analyze and communicate information about ongoing efforts and available resources.	\$850,957	Y	N	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
SQSS Integrated Supports	Currently OSPI is not on track to meet the ESSA 90% Graduation Goal by 2027, and graduation equity gaps have persisted for students who identify as American Indian/Alaska Native or Black/African American. We propose identifying key strategies that integrate systemic supports for the School Quality and Student Success indicators Regular Attendance, Ninth Grade on Track, and Dual Credit that have resulted in progress toward closing the graduation equity gap by federal race/ethnicity. For this project, we will interview schools that have achieved significant improvement in all three SQSS measures and implement key identified strategies in schools with persistent equity gaps in their 4-year graduation rates.	\$340,000	Y	N	American Indian / Alaska Native students Black / African American students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Induction services to support and retain early career school counselors, nurses, and other ESAs	In 2020–21, WA hired approximately 380 novice Education Staff Associates with no systemic plan for their induction. This project will fund mentoring and professional learning for novice ESAs, who will assess students' social, emotional, physical, and academic needs to provide critical supports. BEST will nurture district commitment for the success of early career ESAs through stakeholder teams that are already a requirement of BEST grants; create and facilitate mentor training for ESA mentors; provide funds to grantees to pay for mentor stipends and training time; support collaborative conversations and work to create professional learning specifically targeting the learning needs of novice ESAs; partner with others (e.g., agency nursing and counseling program staff, ESD consortia) to provide regional and/or online opportunities for novice ESA learning, collaboration, and connection in districts without local capacity to do this; provide funds to grantees to pay for facilitator and novice participant time in on-going professional learning.	\$999,521	Y	N	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Building Bridges	Over the years, engagement and reengagement efforts have been unable to effectively connect with youth and families furthest from educational justice, in part because of the systemic barriers embedded in our collective practices that limit community-based organizations representing communities of color from being able to benefit from resources at the state level. The Building Bridges grant program provides OSPI with the opportunity to partner with small community-based organizations from across the state to serve youth who need support maintaining engagement in school through culturally responsive programming. This proposal will support two cohorts of community organizations to: 1) support youth who identify as and/or are categorized as African, African American, Hispanic, Latinx, Native American, Pacific Islander, low-income, English Learner, students with disabilities, and/or Indigenous communities; and 2) serve as advisors to OSPI staff to dismantle policies and practices that create inequitable access to resources and disparate outcomes for students of color.	\$3,500,000	Y	Y – competitive grants to community-based organizations to support mentoring, tutoring and referral services	

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Networked Learning with District T&L Leadership	This funding will support WA Association of School Administrators to convene and create a collaborative structure for district leaders in teaching and learning. Currently, there are about 400 members of WASA's I-PAC (Instructional Program Administrator Component), yet there is no specific track of support for these individuals. As of yet, there has been no comprehensive statewide effort to collect the learning from districts that has occurred since March 2020, and how they are translating that learning into forward planning for the upcoming school year. T&L leadership need consistent opportunities to convene and collaborate in order to shine a light on promising, innovative and evidence-based work and opportunities to convene around shared problems of practice.	\$3,239,440	Y	N	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Expanding Equitable Access to Rigorous Learner-Centered Options in Every Community	Inconsistent and siloed implementation of High School and Beyond Plans across Washington exacerbates inequities in students' ability to access needed guidance and support in preparing for and matriculating to their postsecondary goals. Secondary staff serving in a variety of roles must learn to use the rich student voice data within a HSBP as a tool to build relationships with students and families, enable educators to provide evidence-based academic supports and course decision guidance, connect students to career and college exploration, preparation and support (e.g. Career Connect Learning, FAFSA/WASFA, etc.) and ultimately improve student learning, engagement, and outcomes. The requested funding will drive adoption of cross-sector alignment in communications about the HSBP and best practices for K-12 career and college readiness supports by implementing statewide training and communication efforts, updating or developing related resources, and researching foundational K-5 best practices and feasibility options for	\$936,160	Y	Y – grants to Educational Service Districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
	statewide adoption of a HSBP platform.				

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Supporting Implementation of K-12 Comprehensive School Counseling Programs (SB5030)	Many students and staff will need additional support in the years to come to address the unique learning and mental health needs stemming from COVID impacts, and school counselors are the ones who will lead much of the effort to help the entire school reconnect and move forward. Providing a comprehensive, data-informed, systemic approach to delivering evidence-based support services is the most efficient and effective way to ensure student and staff wellness and improve students' engagement and educational outcomes. Contracting with national leaders in the field of comprehensive school counseling programs (CSCP) and AWSP to provide on-line and in-person professional development and resources will optimize districts' implementation of tiered CSCPs, resulting in better outcomes for accelerated learning recovery and student wellness.	\$1,883,000	Y	Y – grants to Educational Service Districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Open Educational Resource Expanded Capacity Building and Development	Free access to quality learning materials that can be quickly (and legally) adapted for changing circumstances and student needs is a critical component of the equity-based system school districts work towards. Open Educational Resources (OER) are teaching and learning resources that can be freely used, adapted, and shared.to better serve all students. A UNESCO Call for Joint Action detailed the importance of OER in sharing knowledge for the post-COVID-19 future of learning. This project will leverage OSPI's existing OER Project to increase the pipeline of OER creation/adaptation in targeted high need areas through extension of existing grant opportunities and expansion of professional learning around the discovery, adaptation, and implementation of OER aligned to Washington State Learning Standards.	\$403,159	Y	Y – competitive grants to districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Implementing the Washington Environmental and Sustainability Literacy Plan – School and District Pilots for Integrated Learning Experiences that support the Whole Child	Environmental and sustainability education (ESE) increases school physical distancing options during in-person learning by expanding school campus learning areas to include buildings and grounds as a learning laboratory, while real-world learning scenarios reengage students and their families in school and community. Environmental and Sustainability Education can improve academic performance in core content areas, while personal development outcomes include greater resilience and better leadership, communication, critical thinking, and problem-solving skills. This project will build a database of ESE resources; develop and implement a survey to assess implementation of the state Environmental and Sustainability Literacy Plan; and grant funds for schools to pilot implementation of the Plan.	\$999,060	Y	Y – competitive grants to school districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Since Time Immemorial Tribal-Developed Curriculum	The intent of the Since Time Immemorial tribal sovereignty curriculum project is for districts to integrate local tribal history lessons and resources within existing history and social studies courses in collaboration with tribes nearest the district. However, there have not been resources available to develop tribal-specific resources. The resources made available through this proposal supports the involvement of tribal Elders (who are the Ph.D.'s in tribal communities), tribal program experts, district experts, and other expertise or materials needed to engage in the collaborations with districts to develop pK-12 grade lesson resources that are tribal-specific for the use of educators implementing the Since Time Immemorial curriculum in their classrooms. In many instances, the infrastructures needed develop lesson resources are currently in place including agreements between tribes and districts, the framework for the design of lessons established through the Since Time Immemorial and Native Knowledge 360 curriculums, curriculum writing teams, and the Tribal Curriculum Workgroup. For tribes and	\$445,320	Y	Y – open to districts working with federally-recognized tribes	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
	<p>their closest districts that have these infrastructures in place, the resources of this proposal will amplify existing work. In other instances, the resources of this proposal will create sustainable foundations. All of the lesson resources developed will be made available through the Since Time Immemorial curriculum website.</p>				

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
School-Based Physical-Activity (PA) Coordinators pilot	Physical activity is essential for students' mental and physical wellbeing and, if well implemented, is supportive of increased cognition, attention, and healing from trauma; however, the pandemic has exacerbated inequities in student access to physical activity and has increased both inactivity and screen time. Since school is the most equitable place for youth to access physical activity, investing in ways to support both school-based and community physical activity can help improve students' social-emotional learning (SEL), physical wellbeing and academic success. This proposal funds the deployment of a cohort of physical activity coordinators (12-24) at Title 1 elementary and middle schools across the state; their supervision, support, and training by the University of Washington; connection to community-based resources and organizations, and rigorous evaluation research by Seattle Children's Hospital to measure increases in physical activity and psychosocial functioning of students and improvements in PA programming and capacity by schools.	\$790,747	Y	N	Elementary and middle level students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Foster Care Arts Academy	Educational outcomes for students in foster care are significantly lower than those of their peers; the pandemic widened disparities in enrollment, attendance, and academic achievement for these students. Research provides strong evidence that arts educational experiences can produce significant positive impacts on academic and social development. This proposal will support some of our most vulnerable students by allowing them to attend a week-long arts academy. Their experiences in meaningful arts classes will inspire them to find their own strengths and creativity – an avenue through which increased literacy and academic development takes place	\$276,000	Y	N	Students in foster care
Foster Care DEI Coordinator	Students in foster care programs are disproportionately impacted by the health, safety, economic, and educational consequences of the COVID-19 pandemic. Data shows disproportionate decreases in enrollment, attendance, and academic achievement for students in foster care, and disaggregated data further shows disparate outcomes for students from racially diverse backgrounds. This proposal will support the proactive development and	\$500,000	Y	N	Students in foster care

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
	implementation of evidence-based strategies to reduce disparities in outcomes and increase engagement for students in foster care, especially for students furthest away from educational justice.				
Increasing OSPI's Data Agility	Over the past four years, OSPI has invested in additional tools to collect and report data, including Tableau. While these tools are being used for new data reporting, existing systems to report data in the Education Data System (EDS) overwhelmingly rely on custom development, which require higher technical investment and highly skilled developers. To increase the maintenance capacity of the agency and enhance OSPI's ability to collect and report data in real-time, this project will review existing systems to migrate some data reporting to tools with lower maintenance costs.	\$1,974,840	Y	N	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Educator Innovation Incubator	More students than ever are continuing to request remote or online learning and stakeholders are pressing for learning to look different than the pre-pandemic model, yet we lack documentation on effective practices in these non-traditional settings and systems to support educator-led innovation at the district level. Let's capitalize on the significant latitude educators from all settings have been given this past year to redesign and rethink what works in education before this window of innovation closes and systems return to an industrialized model of education. This project will fund grants to school districts to pilot innovative educator-led ideas or formally test practices in non-traditional and remote models, support pilot teams through professional learning and networking, collect data on successful practices, and develop a menu of innovative practices to support continued transformation of our education system and inform future policy and funding decisions.	\$5,000,000	Y	Y – competitive grants to school districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Social Emotional Learning Professional Learning Network and Mitigating Effects of Intergenerational Trauma	<p>This project provides support for the social emotional needs of students by enhancing and strengthening existing services and by focusing on the specific needs of American Indian and Alaska Native (AI/AN) children, youth, and families and strengthening education service district (ESD) and school district understanding of SEL implementation. Students have experienced heightened emotional distress, isolation, and disrupted learning during the COVID-19 pandemic. This has caused an increase in student rates of depression, suicide, and anxiety. Native American youth, students who persistently do not experience full benefits of educational opportunity as evidenced by graduation rates, attendance rates, course and dual credit completion, and exclusionary discipline require systemic and ongoing attention to the continued impacts of intergeneration trauma resulting from the historic policies of erasure of Native peoples. The Mitigating Effects of AI/AN Intergenerational Trauma project raises awareness of the continued impacts of intergeneration trauma</p>	\$4,973,304	Y	N	American Indian / Alaska Native All Students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
	<p>experienced by American Indian and Alaska students and families that affect well-being and educational outcomes, highlights ways to enhance resiliency, and provide guidance and resources to school leaders, school counselors, coaches, and classroom educators to serve AI/AN students and families in supportive and healing ways, and support our Native families to strengthen connections with schools. Providing professional learning to educational service districts and school districts in SEL implementation, using the SEL standards, benchmarks, and indicators in a manner that is culturally sustaining, equitable, trauma informed, and universally designed will help ensure that SEL practices do not cause further harm and that students experience the positive effects of SEL, decreased emotional distress, increased sense of belonging, and increased academic success.</p>				

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Career and Technical Education Pathways for Learners	Systemic barriers of CTE access and participation have widened during the pandemic causing greater gaps relating to implementing the evidence-based CTE model effectively. Reassess programs of studies using labor market relevancy with more equitable flexibility and diverse delivery of student-centered pathways for learners to develop competencies necessary for high skill, in-demand, and emerging occupations. Help learners get back on track with their education and career pathways through multiple options for learning and achieving goals. Providing professional development, technical assistance, and training with updated resources for implementation of the CTE model including development of a technical platform.	\$2,059,160	Y	Y – competitive grants to districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Supporting the Educator Workforce Through Diversity, Equity and Inclusion	The events of civil unrest over the last year have highlighted the need to partner with our communities and Subject Matter Experts to help build an anti-racist K-12 public education system. Although the need for racial DEI has been elevated, many of our schools, districts, workforce, and post-secondary programs do not know how to engage with communities and families in authentic ways to reduce barriers of equitable access and participation to CTE and other traditional and non-traditional academic programs. We intend to build a suite of services that include Regional Equity Labs that bring key partners together to facilitate inquiry of barriers and perceptions of CTE and other non-traditional education programs within the system, create CTE/Non-traditional Education Equity Ambassadors through leveraging and scaling of current 2020-21 DEI summer efforts and programming through community led professional development and launch an Improving Equity in CTE and Non-traditional Education Grant Program with a focus towards data identified “gaps” in local enrollment, engagement, performance	\$5,000,000	Y	Y – competitive grants to school districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
	and outcomes for students furthest from educational justice (with a priority for small, rural, tribal compact schools and schools with a high number of students from racially diverse populations). Providing these supports and technical assistance will allow for an increase in student learning recovery for each student and reduce unconscious biases that hinder student and educator success.				

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Integrated Content and Evidence-Based Instructional Strategies	During the pandemic, instructional time across content domains was greatly reduced or eliminated, creating an intense loss of content and cross-content learning spanning the entire K-12 system, eroding students' and families' sense of engagement and trust in schools especially in communities already experiencing inequitable access to high-quality, meaningful opportunities to learn and to experience the coherence of learning. Reengagement, recovery, and accelerated learning will require the rapid development and provision of integrated, learner-centered, whole-child activities and instruction using social emotional learning, trauma-informed and culturally responsive pedagogical strategies integrated across content areas, including professional learning and resource development to support teacher actions, and student and family connections to school. Data (assessment and evaluation) and other input from students, families, and communities, particularly those furthest from educational justice, is used to identify needs, priorities, and barriers to accessing education and supports.	\$5,000,000	Y	Y – competitive grants to school districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Building Capacity for MTSS	School districts across the state are seeking more support to implement MTSS effectively, according to their Academic and Well-Being Reopening Plans. This proposal will address two important needs: 1) alignment of MTSS across OSPI department and 2) increased capacity to integrate behavioral health within the MTSS framework in districts and schools. This proposal is aligned to the ESD proposal to provide expanded delivery of behavioral health supports to students who most need them during this behavioral health crisis through MTSS. These approaches build upon existing efforts within the agency, and across agencies, and it is aligned to work of our Carnegie Foundation problem of practice related to increasing the consistency of MTSS technical assistance across the agency. This proposal supports OSPI, ESDs, behavioral health related ESA organizations, and school districts in supporting the social and emotional well-being of students through the MTSS framework.	\$2,240,480	Y	N	All students
Non-Title I LEAs	There are 19 LEAs that are Non-Title I in the state for the 2021–22 school year. OSPI elected to provide the	\$1,671,750	N	N	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
	LEA's under this category a minimum of \$75,000 in either ESSER funds or SEA set aside using a floor funding model. The ESSER opportunity for these LEAs is roughly \$1.7 million.				
Skills Centers Enrollment Stabilization	These funds provide budget stabilization to Skills Centers in the state that have taken a financial hit during the pandemic.	\$3,757,244	N	N	Secondary students
Skills Centers COVID Related Costs	These funds support mitigation and safety costs for Skills Centers appropriate to the materials and supplies related to their specific programs.	\$2,373,840	N	N	Secondary students
Ninth Grade Success Pilots	The transition from eighth to ninth grade is a critical time that determines a student's trajectory in high school. Rigorous studies have found a 9th grade student's "on-track" status is a stronger predictor of high school graduation than their race/ethnicity, level of poverty, or test scores combined. The Center for High School Success (CHSS) supports schools in focusing on this critical eighth to ninth grade transition period. CHSS provides tailored supports to partner schools in real-time, which puts students on track to graduate before they have the chance to fall behind. OSPI will work CHSS to	\$3,000,000	Y	Y – competitive grants to school districts	Secondary students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
	provide support and grant opportunities for schools across to the state to focus on students' on-track status.				
Transitional Kindergarten	Transitional Kindergarten (TK) is a kindergarten program for children not yet age five who do not have access to high-quality early learning experiences prior to kindergarten and have been deemed in need of additional preparation to be successful in kindergarten the following year. In light of the pandemic, we know that many families opted to not enroll their students into kindergarten over the last 18 months. Funds for this program will provide more grants for districts to explore and implement TK and provide more options for families in the coming years.	\$8,000,000	Y	Y – competitive grants to school districts	Elementary students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Balanced Calendar Pilots	<p>ESSER funds in the amount of \$5 million is budgeted to support the balanced/modified/alternative calendar approach. Various LEAs have expressed interest in a modified student-centered school year calendar focusing on student success. OSPI will support the process during the 2021–22 and 2022–23 school years by leading statewide effort through:</p> <ul style="list-style-type: none"> - Convening statewide leaders to set the vision and guide the work through statewide summits, regional meetings - Issuing grants to LEAs - Convening a statewide Design Team (steering committee) that consists of leadership from state K12 associations (WEA, WASA, WSSDA, AWSP) to inform and develop statewide support system - Providing fiscal support to ESDs, partner organizations, and supporting 2 statewide summits yearly 	\$5,000,000	Y	Y – competitive grants to school districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
Behavioral Health Regionalized Services	Current statewide K-12 behavioral health programs serve roughly 6% of students identified in need of behavioral health services, while the mental health disorder prevalence rate among young people ages 5-17 in Washington is 17.5%, over 3% higher than the national average (2018 National Survey of Children's Health). Student needs are only increasing in the wake of the COVID-19 pandemic. Washington's nine Educational Service Districts (ESDs) have provided evidence and school-based behavioral health services through a variety of programs and funding sources for over 30 years. Over the past several years, ESDs have deepened their experience and capacity working within and across programs and organizations. United through the Association of Educational Service Districts (AESD), the ESD network is poised to respond to increasing student behavioral health needs as a result of the COVID pandemic. This project expands school-based behavioral health (BH) services across the state while, at the same time, invests in much-needed foundational capacity building at the regional and	\$15,760,000	N	Y – grants to Educational Service Districts	All students

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
	<p>local levels that is necessary for sustainability beyond the funding period. Through strategic investment of ESSER III funds, regions will grow their internal capacity to support LEAs; LEAs and schools will grow their own capacity to sustain BH support systems and implement evidence-based practices (EBP); and there will be improved service delivery and program alignment across the state. Our approach expands behavioral health (BH) support systems (including mental health and substance use) through a Multi-Tiered System of Support (MTSS) framework (Figure 1) with increased staffing capacity at regional and local levels. Our project also factors in modest statewide support to assist with alignment of programs and services; and facilitate and coordinate statewide professional learning and coaching services for ESD teams. In addition, we will engage the services and expertise from the UW/SMART Center to support regional and site-based capacity building, as well as statewide evaluation services.</p>				

Project Title	Summary	Project Cost	Contracts Y/N	Grant Y/N	Impacted Student Groups
College Success Foundation	The College Success Foundation will contract to focus on evidence-based strategies that address the disproportionate effects on underrepresented students by COVID-19. Each of these strategies leverages existing partnerships with OSPI, school districts and individual schools and builds on their extensive framework of services to deepen and/or broaden their impact. Strategy #1: Scale up their existing programs by adding capacity to their Achievers Scholars program to serve more juniors and seniors in two comprehensive schools they currently serve. Strategy #2: Scale up their existing programs by implementing the Achievers Scholars more broadly in existing high schools and extend services to middle level grades, especially at the transition point between 8th grade and 9th grade.	\$12,000,000	Y	N	Secondary students, low-income students, students of color

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

School districts submitted their Academic and Student Well-being Recovery Plans. OSPI has reviewed and analyzed the plan submissions. Based on a combination of our [School Reopening LEA plans](#) and our [OSPI Academic and Student Well-Being plans](#) we will be working with school districts to assess the need for SEA funds to support students who have missed the most in-person instruction and those that did not consistently participate in remote instruction over the course of summer and fall 2021. OSPI has already started investing in summer programs totaling

\$18.5 million and is preparing to initiate \$18.5 million in grants for after school programs starting in fall 2021.

2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

OSPI has executed contracts with two organizations for summer learning and enrichment programs. Both contractors have statewide reach and can pivot efficiently to provide direct services to students in the summer of 2021 and 2022.

The first contractor is School's Out Washington. They have experience partnering with a state agency to administer youth development grant programs, and will serve as an intermediary to the state to develop and administer grants to community-based organizations who provide direct services to school-aged youth, prioritizing programs that promote students connecting socially, engaging in physical activity, and also supporting families who have struggled with child care needs. The contractor will utilize a community-based review process and conduct extensive outreach and application assistance.

The Contractor is required to report to OSPI how programs respond to students' academic, social, and emotional needs; are geographically diverse; and address the disproportionate impacts of the pandemic on different student groups, including:

- each major racial and ethnic group,
- students experiencing poverty,
- students with disabilities,
- English proficiency status,
- gender,
- students who are migratory,
- students experiencing homelessness, and
- children and youth in foster care.

The second contract is with the Association of Washington Cities (AWC) in partnership with the Washington Recreation and Parks Association. This contractor has experience coordinating statewide efforts around city and county summer youth development programs, will administer a grant program across city and county parks and recreation programs to provide direct services to school-aged youth, and will prioritize programs that promote students connecting socially,

engaging in physical activity, and also supporting families who have struggled with child care needs. Grants will be used to support the expansion of current programs, as well as the creation of new programs—especially in areas that do not have access to programming, and additional recruitment and communication efforts to communities without programs, or geared toward youth who have historically not participated in programming.

For summer 2021, AWC received 38 applications and are reviewing and executing subgrants to successful applicants. The breakdown of applications is the following:

- 6 applications requesting up to \$250,000 in funding
- 5 applications up to \$100,000 in funding
- 27 applications up to \$50,000 in funding

The Contractor is required to report to OSPI how programs respond to students' academic, social, and emotional needs; are geographically diverse; and address the disproportionate impacts of the pandemic on different student groups, including:

- each major racial and ethnic group,
- students experiencing poverty,
- students with disabilities,
- English proficiency status,
- gender,
- students who are migratory,
- students experiencing homelessness, and
- children and youth in foster care.

AWC and SOWA submit a list of proposed grantees to fund to OSPI for approval. Only after OSPI approval, do these organizations receive funding. Additionally, AWC and SOWA will submit to OSPI an interim and final report outlining progress made including, Region/Geographic location of programs, type of programs/services offered, number of students served, including to the extent possible, disaggregated data about student age range, gender, race/ethnicity, FRPL status, and other student information. AWC and SOWA will also include a summary of challenges and successes.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

As part of their contract with OSPI, both contractors will need to meet specific deliverables. One deliverable, specifically, requires the contractors to collect data on students served in the programs and the impact of their evidence-based programs on students' social, emotional, and academic outcomes.

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

As part of their contract with OSPI, both contractors will collect and provide data on how they identified and recruited students to their programs. These outreach efforts will be in addition to more traditional ways students come to their programs, and may include going to specific communities and neighborhoods within their cities, advertising via online social media, and other advertising opportunities through schools and other community-based organizations.

3. Evidence-Based Comprehensive Afterschool Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

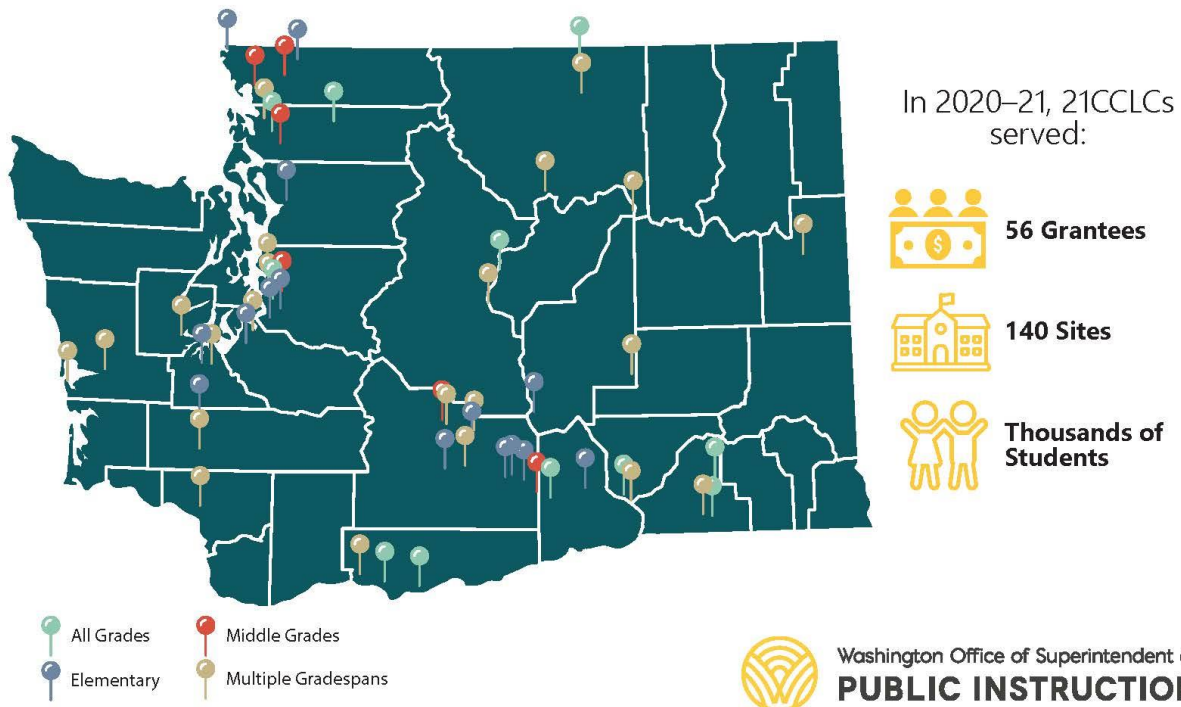
We are using a targeted grant award process to allocate the funds reserved under section 2001(f)(3) of ESSER III. First via email outreach and then using a virtual meeting, we invited existing evidence-based afterschool programs funded under the Nita M. Lowey 21st Century Community Learning Centers Program (21st CCLC) to consider applying for these funds set-aside for afterschool programs. We set three criteria for consideration:

- Implementation of evidence-based afterschool programming;
- Expansion of services to new sites not currently served via the 21st CCLC program to foster geographic diversity, and
- Targeted services to schools, students, and families not historically served by 21st CCLC to foster participant diversity.

We are currently fielding applications and hope to have grant award decisions made by the end of August, 2021. Should there remain available funding, we intend to administer the balance via a competitive grant process.

21st Century Community Learning Centers in Washington State

21st Century Community Learning Centers (21CCLCs) provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.



Programs that receive funding shall report to OSPI how programs respond to students' academic, social, and emotional needs; are geographically diverse; and address the disproportionate impacts of the pandemic on different student groups, including:

- each major racial and ethnic group,
- students experiencing poverty,
- students with disabilities,
- English proficiency status,
- gender,
- students who are migratory,
- students experiencing homelessness, and
- children and youth in foster care.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

OSPI will target 21CCLC evidence-based programs to address the disproportionate impacts on particular student groups. Determination of services for students who have missed in-person services will be dependent on an analysis of the LEA Academic and Well-being Recovery Plans as well as the COVID-19 Student Survey. Over the summer, OSPI will be working with the University of Washington to review the data collected via the COVID-19 Student Survey, disaggregated by student group. In addition, OSPI will use the district-level data from the Academic and Well-being Recovery Plans, combined with state-level transcription and attendance data, to better understand the needs of individual student groups for comprehensive afterschool programming.

21CCLC programs and activities will use the following measures of effectiveness and will be monitored by OSPI.

- (A) be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- (C) if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards;
- (D) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and
- (E) collect the data necessary for the measures of student success described in subparagraph (D).

- iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019–20 and 2020–21 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

OSPI will utilize grants to existing and new 21CCLC to prioritize students who have missed the most in-person instruction over the last two years. Determination of services for students who have missed in-person services will be dependent on an analysis of the Academic and Well-being Recovery Plans. This data analysis and disaggregation by student group will assist OSPI and 21CCLC partners in targeting resources, and will better position the state to invest in ongoing wraparound services for students.

- 4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

OSPI has worked closely with state policymakers including the Governor's office, Washington state Department of Health, the state legislature, and various stakeholders identified in B1. There are three specific areas OSPI is planning to reserve funds: 1. Addressing funding gaps for our public schools, tribal compact schools and charter schools; 2. Prioritizing supporting our most impacted student groups including: students experiencing homelessness, our migrant students, students who are incarcerated; and 3. Technical assistance for public health including: school nursing resources, COVID-19 testing and implementation of public health requirements.

- Addressing funding gaps for public schools, tribal compact schools, charter schools, and emerging charter schools: OSPI has provided opportunities through its set-aside and reserve funds to fill funding gaps for three school groups that would not otherwise receive adequate funding through the up to 93% of the total allocation identified in the law.
 - OSPI awarded \$1,425,000 to 19 LEAs that aren't eligible for Title I funding and therefore didn't receive direct ESSER funding from the up to 93% of the total allocation identified in the law. This ensured all LEAs in Washington received some level of funding under ESSER III to support the schools, teachers, and students in various areas of the state.
 - OSPI awarded \$5,500,000 to 17 existing and emerging charter schools.
 - The Washington School for the Deaf has been awarded \$50,000 to enable support for the teachers and hearing-impaired students served by the school.
- Prioritizing support for our most impacted student groups: In evaluating the remaining emergency needs set-aside, OSPI is proposing to utilize funding for LEAs, CBOs and Educational Service Districts (ESDs) to provide direct specialized education services to vulnerable populations. These populations include:
 - Incarcerated youth within residential institutions
 - Students facing social, emotional, mental and behavioral health needs
 - Earliest learners from pre-K to primary grades
 - Indigenous and native youth
 - Students in foster care
 - Students recovering credits due to remote or lost learning
- Technical assistance for public health including school health support resources, COVID-19 testing and implementation of public health requirements: OSPI will continue its close work with the state Department of Health and Governor's Office as we implement the COVID student and educator testing program as well as the school health support program. Washington has been a leader in COVID student and educator testing program. We've developed a [Learn to Return Playbook](#) that other states are utilizing as a model for their work. Currently, we have over 180 school districts participating in the Return to Learn efforts with more coming on each day. Our collaboration with school health and safety team will necessitate using our emergency funds for both staffing and support services for school districts as they implement the school testing program. We have been working with the Dept of health to implement an equity-based plan to support school districts in hiring additional school nurses and mental and behavioral health personnel.

We are using both educational equity data as well as local health metrics to determine highest need areas for these additional staff.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
 - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
 - ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
 - iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
 - iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

CDC Guidance (i)

The Washington State Department of Health updated their requirements for school districts, tribal compact and charter schools on July 28, 2021. Under a new governor’s proclamation all LEAs will be required to follow the health and safety requirements which go beyond the guidance issued by the CDC on July 8, 2021. For example, all school employees and students are required to wear masks, regardless of vaccination status inside school facilities for the upcoming school year. All school districts and public charter schools are required to follow the Governor’s proclamation and subsequent health and safety requirements as outlined by both our state level Department of Health and the Local Health Jurisdictions.

LEAs will continue to use their ARP ESSER funds to support the implementation of mitigation strategies including ventilation upgrades, cleaning and disinfection protocols, PPE, additional staffing needs, and COVID-19 testing protocols. Through existing budget and reporting mechanisms, LEAs will be required to report expenditures for prevention and mitigation strategies in order to safely open school buildings to in-person learning.

LEA Plans (ii-iv)

The Washington State Legislature passed House Bill 1368 early in the 2021 Legislative Session that required school districts to submit an LEA Academic and Student Well-being Recovery Plan by June 1, 2021. LEA’s plans must address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic. OSPI will review and approve the submitted Plans or request additional information from LEAs. Approval of the Plan is required before ARP ESSER funds will be released for LEA use.

The following table identifies the requirements of the LEA plan as it relates to both our state law and the federal American Rescue Plan.

Requirement	Requirement for LEAs for Washington state Academic and Student Well-Being Recovery Plan (HB 1368)	Requirement for LEAs for use of ARP ESSER Funds
Identification and use of an equity analysis tool in the development of the plan.	✓	
Inclusion of the following student groups in all data included in the Plan: American Indian/Alaska Native; Asian; Black/African American; Hispanic/Latino of any race(s); Native Hawaiian/Other Pacific Islander; Two or More Races; White; English Learners; Students Experiencing Poverty; Students with Disabilities; Students Experiencing Homelessness; and Students in Foster Care.	✓	✓

Identification of specific diagnostic assessments tools by grade level; identification of student learning and well-being gaps; and focus of additional time, supports, and/or extracurricular activities for students most impacted.	✓	✓
Students' learning recovery (including addressing the needs of the student groups identified above), specifically identifying and correcting disproportionate impacts resulting from the school building closures and extended time in remote learning due to the COVID-19 pandemic.	✓	✓
Provision of additional instruction, student well-being support, and extracurricular opportunities based on an assessment of student needs (academic and well-being).	✓	✓
Approval of the plan by the LEA's school board or authorizing body (e.g., public posting, provide opportunity for public comment as federal requirement).	✓	✓
Posting of the LEA's plan on their public-facing website, making it accessible for those with disabilities and those in the community whose primary language is one other than English.	✓	✓

OSPI provided guidance to LEAs on potential diagnostic assessments to assist in understanding the impact on students. OSPI also developed Tableau dashboards that are available to school districts. [OSPI's guidance document](#) with these assessments is available on the OSPI website.

At this time, OSPI has reviewed each LEA's plan and has posted the LEA submissions publicly on our website with a [searchable tableau dashboard](#) for each of the LEA plans. . The June 1 submission of LEAs' plans is the first phase of three allowing LEAs to engage in and plan for continuous improvement cycles, and time to design and implement powerful and equitable systems to support student needs and plan for long-term system changes. All three phases are iterations of one singular plan in which the LEA builds an initial plan, collects data, monitors progress, makes adjustments, and implements deep, sustained improvements over time.

The SEA created an application and budget development process for the 20% of the ARP ESSER funds that LEAs utilize separately. ESSER funds are separately identified in LEA budgets for the 2021–22 school year, which have to be adopted by the school board through an open public process and made available to the public. Districts submit reimbursement for allowable expenditures for ARP ESSER in categories that align with our state budget requirements and the federal allowable costs. The process for budgeting and claiming reimbursement of these funds ensure that they are not comingling these funds with other federal funds. This process also allows OSPI to create an allowable use framework within the budgeting process that aligns with the federal allowable uses. The SEA reimburses the LEA once per

month based on the reimbursement requests from the LEA which align with their budget for those funds. In addition, OSPI has created an ESSER Funding Dashboard that shows high level ESSER funding information pertaining to school district expenditures, including the 20% expenditures. Here's the site: [ALL ESSER Dashboard - Smartsheet.com](#).

The budgeting and grant claiming process described above, applies to this question as well. We believe this process ensures that LEAs are spending funds consistent with section 2001(e)(2) of the ARP Act.

2. LEA Consultation: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and
- iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

Each LEA Academic and Well-being Recovery Plan must go through a local and public review and approval process with the school district board of directors. As part of the LEA plan, OSPI provided the following direction about student and family voice.

Student and family voice and input are critical for improving systems that are responsive to student needs. LEAs must consider how they are engaging students and families in the processes of planning and monitoring progress along the way. Engaging those who are most impacted by the decisions will guide Plans that provide supports to fit individual strengths and needs and inform educators in the way they adapt and scaffold learning opportunities.

Due to the school building closures in spring 2020 and extended time in remote learning for many students, families have new insights in the way they see their children as learners, and their

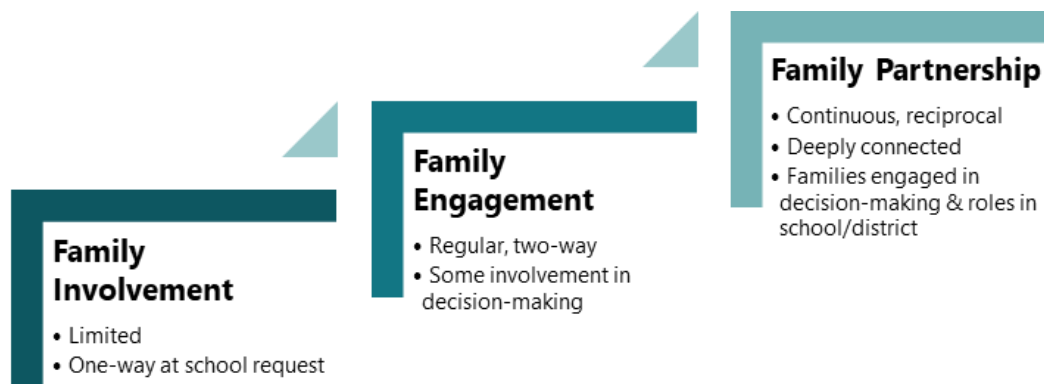
voices in what did and didn't work for their students are key. Students, too, are noticing what motivates them and what is challenging. We must seek and listen to these voices to provide the right mental, physical, and academic supports.

LEAs may consider the following when planning to leverage student and family voice:

- Listen to what families say about their children's interests and challenges.
 - For example: Pay attention to different cultural perspectives and use families' ideas to create programming; tailor instruction; improve discipline practices; design professional development; and recruit early learning providers, school leaders, and school staff.
- Talk with students about how they want educators and families to support their learning.
 - For example: Include students' ideas in Title I school-parent compacts, personal learning plans, and requests for professional learning. Respond to what students say about social and emotional concerns. In middle and high school, set up an advisory system so all students have someone who knows them well and who can be their advocate in the school and the primary contact for their families.

"The relationship between home and school serves as the foundation for shared learning and responsibility and also acts as an incentive and motivating agent for the continued participation of families and staff."² The image below is from the Title I [Family Engagement Guidance and Toolkit: Reopening Schools 2020–21](#). It shows the continuum of ways in which LEAs include families.

The goal is to create the conditions for authentic and meaningful family partnerships in which families are intimately engaged in decision-making in schools and the LEA.



Evidence Based Practices

- Provide opportunities for families to be a part of decision-making structures in LEAs when planning.
- Plan for ways to engage students and families in their native language, which includes spoken languages, American Sign Language (ASL), and home language.
- Continue offering virtual conferencing and schedule meetings when families are likely to be available.

- Use surveys, interviews, and home visits to solicit feedback and seek to understand student and family experiences.

Supporting Research

- [The Dual Capacity-Building Framework for Family-School Partnerships \(Version 2\)](#) (Dual Capacity). This framework was designed to help districts and schools chart a path toward effective family engagement efforts.
- [Dear Adult Leaders: #ListenToYouth](#) (America’s Promise Alliance). America’s Promise Alliance partnered with *The 74 Million* to publish a series of open letters written by students to decision-makers. These letters address several topics, including supporting mental health, addressing race and racism in schools, and providing meaningful learning opportunities in a blended learning environment.
- [Developing State and District Parent Engagement Policies](#) (National Association of State Boards of Education). The more comprehensive and well planned the partnership between school and home, the higher the student achievement. This new NASBE policy update is written by Kentucky State Board of Education teacher representative Allison Slone on opportunities for state leaders to support and improve parent and family engagement in schools.

In the spring 2021, OSPI required Academic and Well-being Recovery Plans from each LEA. At the time we indicated that additional requirements and reporting may be necessary in the fall and spring of the 2021–22 school year. This fall, OSPI will require all school districts to provide an attestation that they have engaged in meaningful consultation regarding how the LEA will use funds it reserves to address the academic impact of lost instructional time and how the remaining portion of the LEAs allocation will be spent, consistent with section 2001(e)(1)-(e)(2) of the ARP Act, with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and
- iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
 - i. How the SEA will support and monitor its LEAs’ implementation of evidence-based interventions that respond to students’ academic,

social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

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- ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and
Click here to enter text.
- iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - b. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - c. Students most at-risk of dropping out of school.

In addition to the summer learning funds allocated to school districts via the Title I methodology, OSPI will be providing funds via grants or contracts to community-based organizations that have a proven track record of success with after and extended school year programs in communities of high needs. OSPI will work with providers on reporting data that represents measures of success within the context of the contract or grant agreement.

OSPI has revised the general supervision monitoring process to include review of progress reports and multiple years of student IEPs to ensure progress, and will be reviewing the extent to which recovery services were discussed, documented, and implemented, as well as how the decisions regarding recovery services were made. OSPI will continue to interview students, parents and families, and service providers regarding the provision of special education and related services to students and review language access for families who do not speak English, including documentation of interpreters attending IEP and evaluation meetings. Additionally, dispute resolution data are tracked, and trends identified, so technical assistance and professional development is developed and provided to districts and families in an attempt to proactively address concerns and improve services to students.

OSPI continues to encourage LEAs to coordinate, combine, and braid funding to support students. This is supported by the OSPI's guidance document, [*Unlocking Federal and State Funds to Support Student Success*](#). OSPI's Consolidated Program Review (CPR) monitoring cycle will continue to review LEAs for best practices and compliance. To adjust for the pandemic, CPR checklists developed by programs will be adjusted to monitor for specific pandemic-related needs, including use of ESSER funds.

In addition, OSPI will use the CPR process to ensure equitable access for all students to high-quality curriculum, instruction, and supports through a coordinated monitoring system that is a partnership between OSPI and LEAs.

4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
 - i. Allocating funding both to schools and for districtwide activities based on student need, and
 - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

Where the SEA has control to make targeted investments with ARP ESSER funds, we will be doing so through the lens of educational equity, by ensuring that funds get disbursed to a wide variety of communities across the state. The goal is to benefit students in need while targeting geographic, resource, and economic diversity. Student need will be defined locally based on the specific knowledge of the student group and community. For example, some communities have held in-person instruction in Washington longer than others, which may lead to a different need of service to students in promoting a safe and inclusive return to in-person instruction

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation’s educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:
 - i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math (“STEM”) educators; career and technical education (“CTE”) educators; early childhood educators). Cite specific data on shortages and needs where available.

Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

Table F1.

Area	Data on shortages and needs	Narrative description																							
Teachers assigned to Special Education	<p>Washington State’s Professional Educator Standards Board (PESB) prepares an annual report on educator shortages by educator roles, content area, and region. The most recent report and data is located on the PESB website.</p> <p>Data Prepared by Title II, Part A, OSPI:</p> <p>Special Education* Teacher Shortages: 2019-20SY</p> <table><tr><th>Qualification</th><th>Unit</th><th>Total Count</th><th>Count</th><th>Percent</th></tr><tr><td rowspan="2">Out-of-Field**</td><td>Teacher</td><td>6,977</td><td>578</td><td>8.3%</td></tr><tr><td>Section</td><td>39,069</td><td>2,584</td><td>6.6%</td></tr><tr><td rowspan="2">Limited Certificate***</td><td>Teacher</td><td>6,977</td><td>264</td><td>3.8%</td></tr><tr><td>Section</td><td>39,069</td><td>1501</td><td>3.8%</td></tr></table> <p>Data indicates a need to train, recruit, and/or hire approximately 842 additional teachers who hold full certificates with Special Education endorsements.</p> <p>* The SEA defines a special education course as any course section where 100% of the students enrolled have Individualized Education Programs (IEPs).</p> <p>** An Out-of-Field teacher provides instruction outside of their endorsed subject area or outside of the grade level that the endorsement is for. This is a different definition than is used in PESB’s annual Shortage Report.</p> <p>*** A Limited Certificated teacher provides instruction with a limited certificate. Limited Certificates are issued under specific circumstances and for limited service. They include Intern Substitute Teacher Certificate, Nonimmigrant Exchange Teacher Certificate, Substitute Teacher Certificate, and Transitional Teacher Certificate. More information is available in Washington Administrative Code (WAC) 181-79A-231 or the OSPI Certification Office.</p>	Qualification	Unit	Total Count	Count	Percent	Out-of-Field**	Teacher	6,977	578	8.3%	Section	39,069	2,584	6.6%	Limited Certificate***	Teacher	6,977	264	3.8%	Section	39,069	1501	3.8%	<p>The SEA utilizes several strategies for supporting and stabilizing the educator workforce to support students with disabilities. Several programs in place currently to recruit and maintain teachers for Special Education programs are:</p> <ul style="list-style-type: none">• Alternative routes block grant• Pre-endorsement waiver program <p>Throughout the pandemic, the SEA has additional provided guidance, best practices, resources, and unique considerations for supporting students with disabilities and the educators who serve them.</p>
Qualification	Unit	Total Count	Count	Percent																					
Out-of-Field**	Teacher	6,977	578	8.3%																					
	Section	39,069	2,584	6.6%																					
Limited Certificate***	Teacher	6,977	264	3.8%																					
	Section	39,069	1501	3.8%																					

Paraeducators assigned to Special Education	<p>The SEA does not currently have a mechanism to quantitatively measure paraeducator shortages. The SEA is working to establish system-wide, course-level reporting for paraeducators; however, data currently collected on paraeducator assignments is based in employment records, which does not account for vacant/unfilled positions.</p> <p>Below is a headcount and FTE total of paraeducators paid through Special Education funding in Washington state for school year 2019–20.</p> <table><tr><td>Head Count</td><td>Total FTE</td></tr><tr><td>15,969</td><td>8275.202</td></tr></table>	Head Count	Total FTE	15,969	8275.202	<p>Paraeducator Certificate Program Subject Matter Certificate Programs</p> <p>Paraeducators play a critical role in providing services and supports to students with disabilities in Washington State. The state Legislature is continuing their commitment to these educators by funding two professional learning days per year. They also provide funds for the creation of a training program for paraeducators on community, family, and student engagement.</p>										
Head Count	Total FTE															
15,969	8275.202															
Bilingual educators	<p>Washington State’s Professional Educator Standards Board (PESB) prepares an annual report on educator shortages by educator roles, content area, and region. The most recent report and data are available on the PESB website.</p> <p>Data Prepared by Title II, Part A, OSPI:</p> <p>Bilingual Education* Teacher Shortages: 2019-20SY</p> <table><tr><td>Qualification</td><td>Unit</td><td>Total Count</td><td>Count</td><td>Percent</td></tr><tr><td rowspan="2">Dual Language Courses taught without a Bilingual Education</td><td>Teacher</td><td>577</td><td>538</td><td>93.2%</td></tr><tr><td>Section</td><td>1951</td><td>1853</td><td>95.0%</td></tr></table>	Qualification	Unit	Total Count	Count	Percent	Dual Language Courses taught without a Bilingual Education	Teacher	577	538	93.2%	Section	1951	1853	95.0%	<p>The SEA supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. One of strategies is the Dual Language Initiative to provide all students in</p>
Qualification	Unit	Total Count	Count	Percent												
Dual Language Courses taught without a Bilingual Education	Teacher	577	538	93.2%												
	Section	1951	1853	95.0%												

	Endorsement (0025, 0307, 2307, 3307)					<p>Washington access to dual language education by 2030. OSPI has been tracking which schools offer dual language education since the 2015–16 school year as the state has worked to expand the Dual Language program. OSPI began collecting course information of dual language instruction in the 2019–20 school year to conduct educator workforce inventory for dual language education and to ensure students have equitable access to dual language instruction. OSPI has been facilitating the Dual Language Steering Committee meetings to develop supports and resources for LEAs to establish and expand dual language education (Dual Language Education and Resources)</p> <p>State law (RCW 28A.180.040(2))</p>
	<p><i>*The SEA is using Dual Language course sections taught by individuals who do not hold Bilingual Education endorsements to measure shortages/needs for additional bilingual educators</i></p>					

		requires all educators funded by the Title III state supplemental funds (Transitional Bilingual Instructional Program [TBIP]) to hold an ELL and/or bilingual education endorsement.																							
English as a second language educators	<p>Washington State’s Professional Educator Standards Board (PESB) prepares an annual report on educator shortages by educator roles, content area, and region. The most recent report and data are available on the PESB website.</p> <p>Data Prepared by Title II, Part A, OSPI:</p> <p>English as a Second Language* Teacher Shortages: 2019-20SY</p> <table><tr><th>Qualification</th><th>Unit</th><th>Total Count</th><th>Count</th><th>Percent</th></tr><tr><td rowspan="2">Out-of-Field</td><td>Teacher</td><td>1,239</td><td>28</td><td>2.3%</td></tr><tr><td>Section</td><td>4,721</td><td>89</td><td>1.9%</td></tr><tr><td rowspan="2">Limited Certificate</td><td>Teacher</td><td>1,239</td><td>80</td><td>6.5%</td></tr><tr><td>Section</td><td>4,721</td><td>311</td><td>6.6%</td></tr></table> <p>*OSPI is using State Course Codes 01008, 01008N, 02992, 01992N to identify ESL/ELL course sections. This is likely an underrepresentation of the number of teachers and course sections as LEA may choose to report using other state course codes, such as ELA.</p>	Qualification	Unit	Total Count	Count	Percent	Out-of-Field	Teacher	1,239	28	2.3%	Section	4,721	89	1.9%	Limited Certificate	Teacher	1,239	80	6.5%	Section	4,721	311	6.6%	OSPI’s Bilingual Education Program oversees and guides districts serving multilingual/ English learners. All districts with multilingual learners must implement a TBIP designed to address the unique needs of eligible students who come from linguistically and culturally diverse backgrounds. State law (RCW 28A.180.040(2)) requires all educators funded by the Title III state supplemental funds (TBIP) to hold an ELL and/or bilingual education endorsement.
Qualification	Unit	Total Count	Count	Percent																					
Out-of-Field	Teacher	1,239	28	2.3%																					
	Section	4,721	89	1.9%																					
Limited Certificate	Teacher	1,239	80	6.5%																					
	Section	4,721	311	6.6%																					
STEM educators	Washington State’s Professional Educator Standards Board (PESB) prepares an annual report on educator shortages by educator roles, content area, and region. The most recent report and data are available on the PESB website.	The state Legislature and OSPI are coordinating efforts to increase																							

	Data Prepared by Title II, Part A, OSPI: STEM Teacher Shortages: 2019-20SY					the number and qualifications of computer science teachers (House Bill 1577, 2019).
	Subject Area	Qualification	Unit	Total Count	Count	Percent
	Life and Physical Sciences	Out-of-Field	Teacher	9,493	502	5.3%
			Section	50,665	2,210	4.4%
		Limited Certificate	Teacher	9,493	273	2.9%
			Section	50,665	1,233	2.4%
	Computer and Information Sciences	Out-of-Field	Teacher	1,347	183	13.6%
			Section	9,131	795	8.7%
		Limited Certificate	Teacher	1,347	48	3.6%
			Section	9,131	253	2.8%
	Engineering and Technology	Out-of-Field	Teacher	884	884	7.4%
			Section	4,877	4,877	6.2%
		Limited Certificate	Teacher	884	9	1.0%
			Section	4,877	28	0.6%
	Mathematics	Out-of-Field	Teacher	12,915	12,915	6.6%
			Section	71,556	71,556	6.4%
		Limited Certificate	Teacher	12,915	449	3.5%
			Section	71,556	2193	3.1%
			Teacher	23,746	378	1.6%

	Elementary Curriculum*	Out-of-Field	Section	102,316	389	1.6%										
		Limited Certificate	Teacher	23,746	389	1.6%										
			Section	102,316	2,181	2.1%										
<p><i>Science:</i> Data indicates a need to train, recruit, and/or hire approximately 775 additional fully certificated and endorsed science teachers.</p> <p><i>Technology:</i> Data indicates a need to train, recruit, and/or hire approximately 231 additional fully certificated and endorsed technology teachers</p> <p><i>Engineering:</i> Data indicates a need to train, recruit, and/or hire approximately 893 additional fully certificated and endorsed engineering teachers.</p> <p><i>Mathematics:</i> Data indicates a need to train, recruit, and/or hire approximately 767 additional fully certificated and endorsed math teachers.</p> <p>Elementary Curriculum: Data indicates a need to train, recruit, and/or hire approximately</p> <p>*Content Specific Elementary STEM course sections (e.g., Science – Grade 2) are included in the content group categories. Elementary Curriculum is additionally included as science, technology, and mathematics are an integral part of elementary curriculum in the state. Elementary Curriculum is defined by State Course Code WA0007.</p>																
CTE educators	<p>Washington State’s Professional Educator Standards Board (PESB) prepares an annual report on educator shortages by educator roles, content area, and region. The most recent report and data are available on the PESB website.</p> <p>Data Prepared by Title II, Part A, OSPI:</p> <p>CTE Teacher Shortages: 2019-20SY</p> <table><tr><td>Qualification</td><td>Unit</td><td>Total Count</td><td>Count</td><td>Percent</td></tr><tr><td></td><td>Teacher</td><td>4,952</td><td>1,964</td><td>3.9%</td></tr></table>						Qualification	Unit	Total Count	Count	Percent		Teacher	4,952	1,964	3.9%
Qualification	Unit	Total Count	Count	Percent												
	Teacher	4,952	1,964	3.9%												

	<table><tr><td>Teacher holds only a Limited Certificate</td><td>Section</td><td></td><td></td><td></td></tr></table> <p>During the 2019–20 school year, 4,952 teachers in Washington state were reported as teaching one or more CTE course sections. Of the teachers providing instruction in these courses, 1,964 held only a Limited Certification. This constitutes 39.7% of CTE teachers in the state. While subject to regional variability, at the statewide level, this indicates a need to train, recruit, and/or hire approximately 1,964 additional teachers who hold full CTE certificates.</p>	Teacher holds only a Limited Certificate	Section																						
Teacher holds only a Limited Certificate	Section																								
Early childhood educators	<p>Data Prepared by Title II, Part A, OSPI:</p> <p>Early Childhood Shortages: 2019-20SY</p> <table><tr><td>Qualification</td><td>Unit</td><td>Total Count</td><td>Count</td><td>Percent</td></tr><tr><td rowspan="2">Out-of-Field</td><td>Teacher</td><td>24,240</td><td>824</td><td>3.4%</td></tr><tr><td>Section</td><td>140,115</td><td>6,132</td><td>4.4%</td></tr><tr><td rowspan="2">Limited Certificate</td><td>Teacher</td><td>24,240</td><td>504</td><td>2.1%</td></tr><tr><td>Section</td><td>140,115</td><td>3,357</td><td>2.4%</td></tr></table> <p>Data indicates a need to train, recruit, and/or hire approximately 1,328 additional fully certified and endorsed early childhood educators.</p>	Qualification	Unit	Total Count	Count	Percent	Out-of-Field	Teacher	24,240	824	3.4%	Section	140,115	6,132	4.4%	Limited Certificate	Teacher	24,240	504	2.1%	Section	140,115	3,357	2.4%	Transitional Kindergarten Program
Qualification	Unit	Total Count	Count	Percent																					
Out-of-Field	Teacher	24,240	824	3.4%																					
	Section	140,115	6,132	4.4%																					
Limited Certificate	Teacher	24,240	504	2.1%																					
	Section	140,115	3,357	2.4%																					
School counselors	<p>Washington State’s Professional Educator Standards Board (PESB) prepares an annual report on educator shortages by educator roles, content area, and region. The most recent report and data are available on the PESB website.</p> <p>Data Prepared by Title II, Part A, OSPI:</p> <p>School Counselor Shortages: 2019-20SY</p> <table><tr><td>Total Student Count</td><td>Count</td><td>Ratio (headcount)</td><td>FTE</td><td>Ratio (FTE)</td></tr></table>	Total Student Count	Count	Ratio (headcount)	FTE	Ratio (FTE)	The most recent state Operating Budget increases the staffing ratios in the prototypical school funding model related to the safety and social-emotional needs of students, funding additional professional																		
Total Student Count	Count	Ratio (headcount)	FTE	Ratio (FTE)																					

	<table><tr><td>1,141,108</td><td>2,878</td><td>1:396.49</td><td>2700.948</td><td>1:422.48</td></tr></table> <p>To meet the 1:250 counselor-to-student ratio recommended by the American School Counselor Association, data indicates a need to train, recruit, and/or hire 1,863.484 FTE additional school counselors throughout the state.</p>	1,141,108	2,878	1:396.49	2700.948	1:422.48	development for school staff, increasing the allocation for school principals, and adding continuous learning coaches to the prototypical model no later than the 2024–25 school year.					
1,141,108	2,878	1:396.49	2700.948	1:422.48								
Social workers	<p>Washington State’s Professional Educator Standards Board (PESB) prepares an annual report on educator shortages by educator roles, content area, and region. The most recent report and data are available on the PESB website.</p> <p>Data Prepared by Title II, Part A, OSPI:</p> <p>School Social Worker Shortages: 2019-20SY</p> <table><tr><td>Total Student Count</td><td>Count</td><td>Ratio (Headcount)</td><td>FTE</td><td>Ratio (FTE)</td></tr><tr><td>1,141,108</td><td>168</td><td>1:6,792.31</td><td>160.341</td><td>1:1863.48</td></tr></table> <p>To meet the 1:250 social worker-to-student ratio recommended by the American School Counselor Association, data indicates a need to train, recruit, and/or hire 4,564.432 FTE additional school social workers throughout the state.</p>	Total Student Count	Count	Ratio (Headcount)	FTE	Ratio (FTE)	1,141,108	168	1:6,792.31	160.341	1:1863.48	
Total Student Count	Count	Ratio (Headcount)	FTE	Ratio (FTE)								
1,141,108	168	1:6,792.31	160.341	1:1863.48								
Nurses	<p>Washington State’s Professional Educator Standards Board (PESB) prepares an annual report on educator shortages by educator roles, content area, and region. The most recent report and data are available on the PESB website.</p> <table><tr><td>Total Student Count</td><td>Count</td><td>Ratio (Headcount)</td><td>FTE</td><td>Ratio (FTE)</td></tr><tr><td>1,141,108</td><td>654</td><td>1:1,744.81</td><td>551.225</td><td>1:2070.131</td></tr></table>	Total Student Count	Count	Ratio (Headcount)	FTE	Ratio (FTE)	1,141,108	654	1:1,744.81	551.225	1:2070.131	
Total Student Count	Count	Ratio (Headcount)	FTE	Ratio (FTE)								
1,141,108	654	1:1,744.81	551.225	1:2070.131								

	To meet the 1:750 school nurse-to-student ratio recommended by the National Association of School Nurses, data indicates a need to train, recruit, and/or hire 970.252 FTE additional school nurses throughout the state.				
School psychologists	Washington State's Professional Educator Standards Board (PESB) prepares an annual report on educator shortages by educator roles, content area, and region. The most recent report and data are available on the PESB website.				
	Total Student Count	Count	Ratio (Head count)	FTE	
	1,141,108	1,179	1:967.86	1,076.134	
	To meet the 1:500 school psychologist-to-student ratio recommended by the National Association of School Psychologists, data indicates a need to train, recruit, and/or hire 1,206.082 FTE additional school psychologists.				

- ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

OSPI assists LEAs in identifying the most urgent areas of shortages or potential needs through a variety of methods. Each year, the Title II, Part A program office provides ongoing technical assistance to LEAs in identifying educator placements and appropriate course assignments through the Educator Equity Data Collection Tool and utilizes iGrants, OSPI's statewide grant system, to help LEAs to prioritize the use of Title II, Part A funds to close equity gaps through professional development, class-size reduction (including co-teaching models which aid in supporting students in special education and students who are emergent bilingual), and retention and mentoring efforts.

In addition, the state's Professional Educator Standards Board (PESB) releases an annual Shortage Report. The methodology of PESB differs from that of OSPI's identification of out-of-field educators as the Educator Equity Data Collection Tool currently indicates educators who are teaching out-of-endorsement according to PESB's assignment table, out-of-grade-span

according to endorsement-grade span competencies, and educators who teach special education who do not hold valid special education endorsements; whereas the PESB Shortage Report does not take into account out-of-grade-span assignments. Together, the Educator Equity Data Collection, OSPI's public reporting on the Washington State Report Card, and PESB's shortage report assist LEAs in identifying their most urgent shortages.

- iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

During the COVID-19 pandemic, the Professional Educator Standards Board (PESB) implemented emergency rules for certification, including emergency certificates for teachers who were unable to complete EdTPA (which was a requirement at the time for initial teacher certification, but was removed as a requirement by the 2021 Legislature) due to school building closures and emergency certificates for advanced paraeducator certificate holders. OSPI has implemented Special Education (SPED) pre-endorsement waivers, which are temporary waivers that allow educators with 20 or more credits toward their SPED endorsement to teach special education courses while they complete their coursework to address shortages in special education teachers in the state.

OSPI, PESB, and state's Paraeducator Board have developed alternative pathways for certification, focusing particularly on the implementation of the Paraeducator Certification Program to build educator pathways, particularly for shortage areas in supporting students who have disabilities or are English learners. The Educator Effectiveness Office within OSPI has partnered with the Washington Education Association to launch the first Mentor Academy led by and for Black, Indigenous, and people of color (BIPOC) teacher-leaders statewide. It is called "Nakia Academy" and has 70 educators of color meeting in two cohorts. All participants are being paid for their time and expertise and will be connected to mentoring opportunities throughout the 2021–22 school year. OSPI's 2021 Beginning Educator Support Team (BEST) Mentor/Coach Equity Conference has over 600 educators registered. OSPI is implementing self-reported demographic data collections for educators to better collect data, analyze, and work to increase and support a diverse workforce of educators that is reflective of the students in the state.

2. Staffing to Support Student Needs: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

Our most recent state budget increased funding to support students statewide via additional school counselors. LEA ESSER plans have included details on how LEAs are engaging in providing the additional supports and resources to students, including through staffing.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
 - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
 - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
 - iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
 - iv. Jobs created and retained (by position type);
 - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
 - vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

Existing data systems provide capacity and the framework to continue data collection and progress monitoring. The Comprehensive Education Data and Research System ([CEDARS](#)) is a mature system and is the primary mechanism for LEAs to provide detailed student-level data to

OSPI. Data that were collected within the 2020–21 school year and that are pertinent to this plan include absences, exclusionary discipline, access to dual credit coursework, dual credit course-taking, and credits earned. These data are at the student level and therefore can be linked with student demographics and characteristics. School districts submit updated data on a regular basis throughout the school year. CEDARS collection and documentation is updated annually. The 2021–22 school year marks the first year of a new data collection on student devices and technology.

[The Washington State Report Card](#), which summarizes CEDARS and other data, includes many of the data noted above including enrollment, regular attendance, exclusionary discipline, dual credit coursework, teacher qualification, and per pupil expenditures.

2. Monitoring and Internal Controls: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA’s plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA’s current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

OSPI monitors multiple federally funded programs under the Elementary and Secondary Education Act (ESEA). This process fulfills OSPI's compliance monitoring requirements under Federal regulations (2 CFR 200). The Consolidated Program Review (CPR) process consists of an OSPI team reviewing LEA federal and selected state programs. The monitoring activities are designed to focus on the results of the LEA's efforts to implement critical requirements of the ESEA using available resources and flexibility within provisions.

OSPI will align subrecipient monitoring of ESSER funds with the existing CPR process by:

- Expanding the annual risk assessment to include risk factors based on awarded ESSER grant amounts and grant claim variances.
- Monitoring identified high-risk LEAs in addition to LEAs already slated to participate in the annual monitoring cycle.
- Providing technical assistance to monitoring participants to both prepare for the review and successfully exit the review process in compliance.
- Utilizing the Fiscal and Private Schools checklist to ensure compliance with allowable costs and expenditures and equitable services provisions.

These checklists will be amended as necessary to include ESSER-specific guidance and requirements. The CPR process is a supplement to ongoing monitoring OSPI conducts through the grant application, claims, and reporting process. Technical assistance is provided alongside compliance requirements during the application process in which LEAs provide a summary of how they intend to use the allocated funds. LEAs must provide a summary of how they have used the funds to support the activities they selected, and OSPI conducts an internal fiscal check

on expenditures to ensure they are used according to their application. Through this grant process and the risk assessment, identified high-risk LEAs are referred to the CPR process for further compliance monitoring, either desk or on-site (when possible). At all times, OSPI works to ensure funds are expended to support the greatest needs for LEA recipients and that equitable services are provided along with timely and meaningful consultation.

Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

The district data below represent the most current information available to OSPI as of the week of May 10, 2021. Data have been collected on a weekly basis and have been at the district level, not at the school level.

All Districts

Number of Districts	All Districts	Offered to all students	Offered to some students	Not offered
Remote or online only	314	2	294	22
School buildings open with both remote/online and in-person instruction (hybrid)	314	290	0	24
School buildings open with full-time in-person instruction	314	104	208	2

The following three tables captures more specific information relative to the learning levels (elementary, middle, and high schools).

Elementary Districts

Number of Districts	All Districts	Offered to all students	Offered to some students	Not offered
Remote or online only	302	3	270	29
School buildings open with both remote/online and in-person	302	270	0	32

instruction (hybrid)				
School buildings open with full- time in-person instruction	302	127	172	3

Middle School Districts

Number of Districts	All Districts	Offered to all students	Offered to some students	Not offered
Remote or online only	292	3	255	34
School buildings open with both remote/online and in-person instruction (hybrid)	292	255	0	37
School buildings open with full- time in-person instruction	292	103	186	3

High School Districts

Number of Districts	All Districts	Offered to all students	Offered to some students	Not offered
Remote or online only	263	2	239	22
School buildings open with both remote/online and in-person instruction (hybrid)	263	239	0	24
School buildings open with full- time in-person instruction	263	86	175	2

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

OSPI has been collecting data at the district level regarding instructional mode offerings, but does not currently have student-level detail. Due to sizeable numbers of students who opted to continue remote learning rather than attending in-person when it became available, OSPI is unable to report information by student group and mode of instruction. The agency will be gathering a student-level indicator about students who opted in to continue remote instruction, which will allow for the compilation of a table similar to the one below. Those data will be available and posted in late summer or fall 2021.

Add or change rows as needed

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families	#Not available	n/a#	n/a#	n/a#
White, not Hispanic	n/a #	n/a #	n/a #	n/a#
Black or African American, not Hispanic	n/a #	n/a #	n/a #	n/a #
Hispanic, of any race	n/a #	n/a #	n/a #	n/a #
Asian, not Hispanic	n/a #	n/a #	n/a #	n/a #
American Indian or Alaskan	n/a #	n/a #	n/a #	n/a #

Native, not Hispanic				
Native Hawaiian or Pacific Islander, not Hispanic	n/a #	n/a #	n/a #	n/a #
Two or more races, not Hispanic	n/a #	n/a #	n/a #	n/a #
Race/Ethnicity information not available	n/a #	n/a #	n/a #	n/a #
English learners	n/a #	n/a #	n/a #	n/a #
Children with disabilities	n/a #	n/a #	n/a #	n/a #
Students experiencing homelessness	n/a #	n/a #	n/a #	n/a #
Children and youth in foster care	n/a #	n/a #	n/a #	n/a #
Migratory students	n/a #	n/a #	n/a #	n/a #

Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and

containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
 - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
 - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

OSPI will proceed with an equity stance using our Equity Statement as our guiding maxim in implementing the programs outlined in this application.

Equity

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Enduring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the

U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.