

Program Review

2024–25

Combined Program Checklist



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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TITLE I, PART A: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Item	Description	Evidence
1.1	<p>Ranking and Allocating</p> <p><i>Title I, Part A funds are used for eligible schools and follow the ranking and allocating rules. [ESSA Section 1113(a)(b)]</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>Expenditure reports from the prior year for <i>each</i> school served, showing only Title I expenditures. Label each expenditure report by school. The reports must show:</p> <ul style="list-style-type: none"> • Total Title I, Part A funds <i>budgeted</i> for each school. • Total Title I, Part A <i>expenditures</i> for each school.
1.2	<p>Title I, Part A Set-Asides</p> <p><i>Title I, Part A required set-asides are budgeted and tracked.</i></p> <ul style="list-style-type: none"> • <i>Parent Engagement (1%, if over \$500,000 allocation). [Section 1116(a)(3)]</i> • <i>Private schools (if applicable). [Section 1117(a)(4)]</i> • <i>Homeless students. [Section 1113 & Section 1115]</i> <p>Risk Level: 2</p>	<p>LEA and School Level</p> <p><i>Provide evidence for the prior school year that demonstrates expenditures are budgeted and tracked for the following set-asides. Original budgeted amount from your CGA was approved (amount could be more, no less) should be included in your evidence:</i></p> <ul style="list-style-type: none"> A. Homeless students (<i>required for all LEAs</i>). B. Parent Engagement (1%, if allocation over \$500,000), including the previous year's PFE carryover. • <i>LEA distributes at a minimum 90 percent (not less) of the 1% PFE funds to schools with priority given to high-need schools.</i> C. Private schools (if applicable). <p><i>Evidence may include:</i></p> <ul style="list-style-type: none"> • <i>Internal tracking document for each set-aside</i> • <i>Expenditure report separated by set-aside.</i> • <i>Chart of accounts if the set-asides are not labeled by name in the expenditure report.</i>

Item	Description	Evidence
1.3	<p>One Percent Parent and Family Engagement Funds <i>The LEA makes sure parents have the opportunity to give feedback in decisions regarding the one percent parent and family engagement funds (applies only to LEAs that receive an allocation of \$500,000 or greater). [Section 1116(a)(3)]</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. LEA total allocation is less than \$500,000 – this is not applicable.</p> <p>B. Provide evidence that families have opportunities to provide input on decisions about the (1) one percent funds for parent and family engagement activities. <i>Evidence may include the following:</i></p> <ul style="list-style-type: none"> • Invitation to parents within the last 12 months. • Dated meeting announcement and agenda, clearly label with Title IA agenda Items. Something that indicates the LEA solicited and retain feedback. <p>Note: <i>If in the meeting the LEA provides food, sign-in sheets are necessary for fiscal purposes.</i></p>
1.4	<p>Parents Right-to-Know Timely Notice of Limited State Certification and Licensure <i>The LEA notifies parents when a teacher at a Title I, Part A school has taught for four (4) or more consecutive weeks by, a teacher with a limited state substitute teaching certificate, i.e., Emergency Substitute or Intern Substitute Teacher (WAC 181-79A-231). Sec. 1112(e)(1)(B)(ii)</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. N/A – Provide a comment if the LEA has no teachers with limited certificates in the current school year.</p> <p>OR</p> <p>B. Upload an example letter of a teacher with limited substitute teaching certificates (Emergency Substitute or Intern Substitute Teacher) assigned to teach for (4) four or more consecutive weeks in Title I, Part A program (school wide or targeted) during the current school year.</p>
1.5	<p>LEA Parent Family Engagement Policy & Evaluation <i>Each Title I, Part A served LEA must establish expectations and objectives for meaningful parent and family engagement, describing how the LEA will:</i></p> <ul style="list-style-type: none"> a. <i>Involve parents in developing the LEA's plan under section 1112 and support plans under section 1111(d) and distribute the parent and family engagement policy.</i> b. <i>Provide necessary coordination, technical</i> 	<p>LEA Level</p> <p>LEA with more than one Title I, Part A school</p> <p>A. Upload Parent and Family Engagement Policy</p> <ul style="list-style-type: none"> • Provide a current documented policy (reviewed with parents within the last 12 months) that describes how each component from ESSA Sec 1116(a)(2)(a-f) is implemented. This document should clearly describe the strategies you use to meet each required area of the program. <p>LEA with one Title I, Part A school</p>

Item	Description	Evidence
1.5 cont.	<p><i>assistance, and support to help schools plan and implement effective parent engagement activities to enhance academic achievement and school performance.</i></p> <ul style="list-style-type: none"> c. <i>Coordinate and integrate parent engagement strategies under Title I, Part A with other relevant laws and programs where feasible.</i> d. <i>Conduct an annual evaluation with parents to assess the effectiveness of the parent and family engagement policy, identify barriers to participation, understand parents' needs to assist their children's learning, and determine strategies to support school-family interactions.</i> e. <i>Use evaluation findings to design strategies for more effective parent engagement and revise the parent and family engagement policy if needed.</i> f. <i>Involve parents in the activities of schools under Title I, Part A, potentially through a parent advisory board to help develop and review the engagement policy.</i> <p>Risk Level: 2</p>	<p>A. Upload Combined Parent and Family Engagement Policy</p> <ul style="list-style-type: none"> • If your district includes only one Title I, Part A school, please upload a current, dated copy of your combined district and school-level Parent and Family Engagement (PFE) policy (reviewed with parents within the last 12 months). This document should describe the strategies your district uses to meet all required components of the program. <p>Note: To ensure clarity and effectiveness, please avoid vague terms and provide specific actions and examples. For instance, instead of "frequent communication," specify methods and frequency, such as "monthly newsletters and weekly emails." Instead of "feedback received," explain how it was gathered, like "through surveys and focus groups."</p>
1.6	<p>School Parent Family Engagement (PFE) Policy/Plan <i>Each Title I school has a parent and family engagement policy/plan, agreed on by parents, which describes how the elements are implemented. [Section. 1116(a)(1-6)]</i></p> <p>1. Policy Development and Distribution: <i>Involve parents in policy creation. Distribute and agree on updates with parents. Notify parents in a clear, understandable format, in their language if needed. Make</i></p>	<p>School Level</p> <p>LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS or SWP schools with highest Per Pupil Allocation (PPE). If both programs, provide evidence for one of each.</p> <p>LEAs with enrollment of 5,001 students and over: Provide evidence for two (2) TAS and two (2) SWP with the highest PPE. <i>If one program model type, provide evidence for three (3) schools with the highest Per Pupil Allocation.</i></p>

Item	Description	Evidence
<p>1.6 cont.</p>	<p>policy available to the community and update as necessary.</p> <p>2. Annual Meeting: <i>Hold an annual meeting to inform parents about Title I, Part A participation and requirements. Offer meetings at various times. Provide transportation, childcare, or home visits if needed.</i></p> <p>3. Parent Involvement and Input: <i>Involve parents in planning, reviewing, and improving Title IA programs.</i> <i>Ensure adequate parent representation. Provide timely information about programs, curriculum, and assessments. Offer regular meetings for parent suggestions and decisions. Submit parent comments on the schoolwide plan to the LEA if unsatisfactory.</i></p> <p>4. School-Parent Compact: <i>Define school responsibilities for high-quality instruction. Outline parent support roles and emphasize ongoing communication (conferences, reports, access to staff).</i></p> <p>5. Capacity Building: <i>Assist parents in understanding standards and monitoring progress.</i> <i>Provide materials and training for parent support. Offer professional development for staff on parent engagement. Coordinate with other programs and ensure clear communication. Support requested parent engagement activities.</i></p>	<p>School Level— LEAs with Multiple Title I, Part A Schools</p> <p>A. Upload Parent and Family Engagement Policy</p> <ul style="list-style-type: none"> • Current Policy: Upload a dated copy of the school’s Parent and Family Engagement (PFE) policy. The policy should describe how the school fulfills each required component. <p>B. Upload Evidence of Parent Input Involve parents in planning, reviewing, and improving Title IA school PFE policy and activities.</p> <p>The evidence may include: Survey Results:</p> <ul style="list-style-type: none"> • <i>Parent and Teacher Surveys:</i> Gather feedback through surveys from both parents and teachers about their perceptions of the engagement initiatives. These surveys should assess whether parents feel more connected to the school and whether teachers notice an increase in parent engagement. • <i>Student Feedback:</i> Include surveys where students share their perspectives on how parent engagement has affected their school experience. <p>Attendance and Participation Data:</p> <ul style="list-style-type: none"> • <i>Event Attendance:</i> Document the number of parents attending school events (such as workshops, meetings, and information sessions) before and after the PFE program's implementation. <p>OR LEAs with one Title I, Part A school</p> <p>A. Upload Parent and Family Engagement Policy</p> <ul style="list-style-type: none"> • Item 1.5 meets compliance for both 1.5 and 1.6. if the document provided has LEA and School components combined describing the implementation of each of the components. <p>B. Upload Evidence of Parent Input Involve parents in planning, reviewing, and improving Title IA school PFE policy and activities. See examples above.</p>

Item	Description	Evidence
1.6 <i>cont.</i>	Risk Level: 2	Note: To ensure clarity and effectiveness, please avoid vague terms and provide specific actions and examples. For instance, instead of "frequent communication," specify methods and frequency, such as "monthly newsletters and weekly emails." Instead of "feedback received," explain how it was gathered, like "through surveys and focus groups."
1.7	Schoolwide Program <i>Each Title I, Part A schoolwide school has a schoolwide plan that describes how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).</i> Risk Level: 3	School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) SWP schools with highest PPE. LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) SWP with the highest PPE. Copy of current, dated schoolwide or SIP Plan that includes the <i>elements</i> below: <ol style="list-style-type: none"> 1. Comprehensive Needs Assessment summary. 2. Well-Rounded Educational Strategies. <ul style="list-style-type: none"> • <i>Combines the elements from previous versions of Schoolwide templates: Schoolwide Reform Strategies & Activities to Ensure Mastery.</i> 3. Consolidation of Funds Matrix. This component <i>includes</i> the matrix showing the funds combined, and activities that meet the "intent and purpose" of the funding.
1.8	Schoolwide Program Evaluation <i>The schoolwide program progress is annually evaluated, and revised, as necessary.</i> <i>[Section 1114(b)(3); CFR 200.26(c)]</i>	School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) SWP schools with highest PPE. LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) SWP with the highest Per Pupil Allocation. Upload a summary of the annual evaluation (<i>prior or current school year</i>) that includes the following: <ol style="list-style-type: none"> 1. Date, name of school, and who participates in the process. 2. Types of evaluation data used, such as periodic and summative

Item	Description	Evidence
1.8 <i>cont.</i>		<p>student assessment data, and staff and parent/guardian surveys used to evaluate the strengths and weaknesses of the program's impact.</p> <p>3. Evaluation of the implementation.</p> <p>The following questions are examples to guide program evaluation:</p> <ul style="list-style-type: none"> • Has the Title I, Part A program been effective? • What has worked well in the Title I, Part A program? • What has not worked well in the Title I, Part A program? • How should the Title I, Part A program be refined?
	Risk Level: 2	
1.9	<p>Targeted Assistance Program (TAS) Protocols and Identification of Students</p> <p><i>Each targeted assistance program meets the following criteria. [Section 1115 (b)(2)(A)-(G)]. AND</i></p> <p><i>Each targeted assistance model shall identify eligible children for services through the rank order list. [Section 1112(b)(9); Sec 1115]</i></p>	<p>School Level</p> <p>LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS schools with highest PPE.</p> <p>LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) TAS with the highest PPE.</p> <p>Principal and/or staff provide a written summary of the targeted assistance program protocols that includes a written assessment of the decision-making process and a plan with entrance and exit procedures.</p> <p>Upload TAS Protocols Summary:</p> <ol style="list-style-type: none"> 1. The School Improvement Plan (SIP) or Needs Assessment where identified areas of improvement are listed. 2. A current rank order list of identified students. 3. Intervention practices and strategies. 4. Coordination of resources with regular education and transition supports (i.e., PreK to Kinder, Elementary to Middle, etc.) 5. Parent and Family Engagement strategies. 6. Professional development opportunities.
	Risk Level: 2	
1.10	<p>Targeted Assistance Program Evaluation</p> <p><i>The targeted assistance program is reviewed on an ongoing basis. [Section 1115(b)(2)(G)(iii)]</i></p>	<p>School Level</p> <p>LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS schools with highest PPE.</p>

TITLE I, PART C: MIGRANT EDUCATION

Item	Description	Evidence
3.1	<p>Identified Needs</p> <p><i>The LEA has addressed the special educational needs of migratory children (including preschool and Priority for Service) as identified in the State Service Delivery Plan and local needs assessment. Sec 1304(b)(1) and (d).</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <ul style="list-style-type: none"> A. Submit a narrative description that notes the procedures the local program followed to identify the academic and support needs of migratory students (PK–12 and OSY). B. Provide the percentage of migratory students served with MEP funds who met the Measurable Performance Outcomes in ELA, Math, School Readiness, and OSY/Graduation during the 2023–24 regular school year. C. Provide copy of the most recently completed Fidelity of Strategy Implementation. <p>Building Level</p> <ul style="list-style-type: none"> D. Provide sample documentation demonstrating school building administrators, teachers, and classified staff receive regular listings of eligible migratory students, including PFS. Describe how staff are informed of the services eligible migratory students may receive from the Migrant Education Program that is in alignment with the approved grant application for 2024–25.
3.2	<p>Attendance</p> <p><i>The LEA has policies or procedures in place to address the attendance patterns of migratory students. RCW 28A.225.010(d); WAC 392-401-020.</i></p>	<p>LEA Level</p> <ul style="list-style-type: none"> A. Provide a current listing of migratory students with 20 or more days absent. B. Provide a copy of LEA policy or procedures regarding attendance and extended absence agreements ensuring the absence will not have an adverse impact on the student’s educational progress. C. Sample copy of a completed extended absence agreement (if applicable).

Item	Description	Evidence
3.2 <i>cont.</i>	<p>Risk Level: 2</p>	<p>D. Submit a description of a plan and process the LEA implements for returning students to ensure the absence did not have an adverse impact on their education including identifying, reengaging, and supporting migratory students (if applicable).</p>
3.3	<p>Professional Learning <i>All LEA employees, including staff who provide ancillary support, have received professional development to enhance their ability to understand and appropriately respond to the needs of migratory students. Sec 1304(c)(7)(B).</i></p> <p>Risk Level: 2</p>	<p>LEA and Building Level</p> <p>A. Note the date(s) in which training to all school personnel occurred that focused on understanding the migratory student lifestyle and migratory patterns of the local educational agency and strategies to address the identified needs.</p> <p>B. Provide a professional learning calendar that reflects the items the LEA indicated it would provide in the approved grant application.</p> <p>C. Provide a copy of sign-in sheets (for professional development provided within the LEA).</p> <p>D. Provide a sample copy of the participant evaluation and examples of ways the school building's staff have adjusted their services to migratory students.</p>
3.4	<p>I/R Time and Flexibility <i>The Title I Part C Migrant Education Program LEA recruiter has sufficient time and flexibility to conduct identification and recruitment activities throughout the LEA boundaries. 34 CFR 200.89(c).</i></p>	<p>LEA Level</p> <p>A. Evidence that the Identification and Recruitment Plan with projected FTE for each recruiter, has been submitted to OSPI's ID&R Program Supervisor e.g., email screenshot w/date of submission.</p> <p>B. Copy of recruiter log demonstrating recruitment activities outside of school building and beyond the traditional school hours.</p> <p>C. Copy of MSIS Certificate of Eligibility (COE) Generation report.</p>

Item	Description	Evidence
3.4 <i>cont.</i>	Risk Level: 4	D. Copy of MSIS Data Reporting Activities noting the number of COEs revalidated. E. Copy of letter sent by the Migrant Student Data, Reporting, and Support office of its most recent COE Re-interview results. F. Copy of participation notice from OSPI on annual required training.
3.5	Records Clerk Time and Flexibility <i>The LEA's program records clerk is provided sufficient time to report the services migratory students have received into the migrant student database system (MSIS). Sec 1308 (b)(2)(A).</i> Risk Level: 4	LEA Level A. Copy of MSIS District Reporting Summary. B. Copy of each records clerk schedule and FTE demonstrating the timeline for collection of data and system reporting. C. Copy of notice for completing annual required training.
3.6	MGS and/or MSA Activities The LEA's Migrant Education Program Graduation Specialist and/or Student Advocate ensure services provided meet the identified needs of migratory students, including dropout, in alignment with state developed job descriptions. Sec 1304(b)(1). Risk Level: 2	LEA Level Graduation Specialist A. Provide copy of activity sheet reflecting efforts to address the seven activities noted in approved grant application including dropouts out-of-school youth, priority for service migratory students. B. Provide the percentage rate of migratory students served by the MGS during the 2023-2024 school year (if applicable) who graduated or promoted to the next grade level. LEA Level Student Advocate C. Documentation of selection process and log activity sheet demonstrating staff is meeting the identified needs of migratory students including Priority for Service, dropouts, and out-of-school youth migratory students.
3.7	Parent Advisory Council	LEA Level

Item	Description	Evidence
3.7 <i>cont.</i>	<i>The LEA consults with the Parent Advisory Council (PAC) in the planning and operation of the local program. Sec 1304(c)(3).</i> Risk Level: 3	A. Listing of Core Parent Advisory Council (PAC) members and a copy of meeting minutes with date indicating when member selection occurred. B. Copies of Certificate of Eligibility indicating the parent's child(ren) are eligible for the program at the time of election/appointment to the Core PAC. C. Copy of minutes/notes of meeting where program planning took place.
3.8	Academic Services <i>Activities charged are allowable. Uniform Guidance CFR 200.29</i> Risk Level: 2	LEA Level A. Submit a sample of schedule of MEP-funded staff who provide academic support and the listing of migratory students served noting content area that is in alignment with approved grant application.
3.9	High School Graduation <i>The LEA provides wrap around support for migratory secondary-age students with multi-tiered systems of support. State Service Delivery Plan 2021–2024</i> Risk Level: 3	LEA Level A. Provide the percentage of migratory students on course to graduate within their expected year of graduation. B. Provide the percentage of migratory students Grades 9–12 receiving MEP program services. C. Describe the multi-tiered systems of support provided to high school migratory students to ensure their migratory lifestyle does not adversely impact their credit accrual toward graduation requirements.
3.10	Out-of-School Youth <i>The LEA provides outreach to Out-of-School Youth and dropouts, ages 16–21, to increase participation in MEP services and advocacy to other available resources. State Service Delivery Plan 2021–2024</i>	LEA Level A. Provide a listing of migratory students identified as out-of-school (ages 16–21) and drop out. B. Describe the process used to identify OSY student needs and the services provided. Include the names of staff, their titles, and

Item	Description	Evidence
3.10 <i>cont.</i>	Risk Level: 3	<p>a list of other organizations that assisted in providing supports and services designed to meet the identified need.</p> <p>C. Provide a copy of the MSIS Supplemental Services Report reflecting services provided with MEP funds.</p>
3.11	<p>Health Supports</p> <p><i>The LEA provides and/or partners with available Federal, State, and local programs for supplemental health and social services to all eligible migratory children with identified health or social needs. State Service Delivery Plan 2021–2024.</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. Describe the process used to identify the supplemental health needs of migratory students, including OSY and dropout migratory students.</p> <p>B. Provide a listing of staff names with titles, organizations, and supplemental supports and services provided to eligible migratory students.</p>

TITLE I, PART D: NEGLECTED AND DELIQUENT

Item	Description	Evidence
4.1	<p>Annual Count <i>The LEA ensures documented records are kept on file of students reported for the current year entitlement in the Title I, D Annual Report. Sec. 1412 and state and local non-regulatory guidance A-2 and L-2</i></p> <p><i>This count should be done by the basic education provider in conjunction with the facility, with both giving input. Do not only count the students in the education program, but rather count all youth who have come into the facility in the specified time-period.</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level <i>Note: Documentation must include student names, date of birth, and entry and exit dates for each, and the final document must be signed and dated by the LEA and by the facility administrator.</i></p> <p>208 Local Grantees</p> <p>A. Provide a copy of the documented students reported on the October (local) Annual Counts submitted in EGMS in 261 reports. (October 1-30 only) at end of form, list unduplicated number, duplicated number, highlight 18-year-olds, give number of eligible at bottom.</p> <p>209 State Grantees</p> <p>B. Provide the process grantee is using to document the Title I, D Annual counts in EGMS for report 260.</p> <p>C. Provide a copy of the documented students reported on the <i>state</i> Annual Counts submitted in EGMS in 260 reports. Include totals at bottom of list.</p> <p>452 Local Grantees</p> <p>D. Provide the process grantee is using to document the Title I D students enrolled in program to date at time of review.</p> <p>E. F. Provide a sample copy of the master file records kept to document students' eligibility and progress reported annually to account for; list unduplicated number.</p>
4.2	<p>Unique Needs and Activities <i>The LEA ensures the program serving Title I, D students addresses their unique needs. Sec 1423(5).</i></p> <p><i>The LEA ensures all activities being provided with Title I, D funding are assisting youth to stay in school, re-enter</i></p>	<p>LEA and Building Level</p> <p>A. List all supplemental Title I, D activities provided under the grant.</p> <p>B. List all corresponding needs these services (A) are addressing.</p> <p>C. List all Title I, D supplemental services which are assisting youth to find employment and how these services are assisting. <i>Note:</i></p>

Item	Description	Evidence
4.2 cont.	school successfully, or find employment. Sec 1418. Risk Level: 1	<p><i>This item is not for 562 Health grantees.</i></p> <p>D. List all Title I, D supplemental services that are assisting youth to re-enter or to stay in school.</p> <p><i>Note: A table delineating Title I, D activities, needs addressed, focus on job, and focus on school, may be useful.</i></p>
4.3	<p>Transition Services</p> <p><i>The LEA ensures that at least 15% and no more than 30% of the current year entitlement of Title I, D is spent on transition services. Sec 1418 and Non-regulatory guidance K-1. – 209 State Grantees Only</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>209 State Grantees Only</p> <p>A. List all transition services provided with the 15-30% of Title I, D funds.</p> <p>B. Provide the dollar amount of funding being used for transition services.</p> <p>C. Provide the percentage of the total grant used to provide these transition services.</p> <p>452 and 562 State Grantees Only</p> <p>D. List all transition services provided with the Title I, D funds (i.e., school served/geographical location and how services are prioritized)</p> <p>E. Provide the dollar amount of funding being used for <i>direct service staff providing</i> transition services.</p> <p>F. Provide the percentage of the total grant used to provide <i>direct service staff providing</i> transition services.</p>
4.4	<p>Data on Reducing Dropouts</p> <p><i>The LEA ensures tracking of progress in reducing dropout rates and increasing the number of children and youth returning to school, obtaining diplomas, or obtaining employment over a three-year period. Sec 1426.</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level</p> <p>A. Provide a completed three-year spreadsheet including all outcomes as reported on the End-of-Year report data.</p> <p>B. Provide a written analysis of the above three-year data explaining the reduction or increases in:</p> <ul style="list-style-type: none"> Youth returning to school. Youth obtaining high school diplomas. Youth obtaining employment. Academic score improvements.

Item	Description	Evidence
4.5	<p>Tracking Progress</p> <p><i>The LEA ensures tracking of progress in increasing the number of children and youth returning to school, obtaining diplomas or obtaining employment over a three-year period. Sec 1426.</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level</p> <p><i>Note: Do not provide a blank template. Tracking must include where data obtained, dates and per what document (i.e., CEDARS).</i></p> <ul style="list-style-type: none"> A. Provide the completed tracking sheets used to document and report where students transitioned after leaving school. B. Provide a written explanation of the process used for tracking students as they transition after leaving. <p>452 ONLY</p> <ul style="list-style-type: none"> C. Provide the tracking sheet used to document and report where students transitioned after leaving school. D. Provide a written explanation of the process used for tracking students as they transition after leaving your program.
4.6	<p>Program Evaluation</p> <p><i>The LEA ensures the program is evaluated in order to determine the impact on student achievement and transition and how the results will be used to plan and improve the program. Sec 1431 and Non-regulatory guidance R-1.</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level</p> <ul style="list-style-type: none"> A. Provide the steps being used to evaluate the Title I D program. B. Explain how the results of the evaluation will be used to plan and improve the program. C. Provide evidence of program evaluation activities (3-5 sample documents), <i>e.g., meeting minutes and agendas with sign-in sheets.</i>
4.7	<p>Comparable Programming</p> <p><i>The LEA ensures that the educational program is comparable to the other academic programs for the same age-group. Sec 1423(3).</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level</p> <p>208 & 209 Grantees</p> <ul style="list-style-type: none"> A. Provide a basic explanation paragraph of how basic education in the facility is comparable to other academic programs in the community school. B. Provide evidence (3-5 samples) that the basic education program is comparable to the LEA's programs for the same age-group, <i>e.g., district-adopted curriculum and texts, sign-in sheets showing participation in professional development activities, LEA school improvement committee meetings.</i>

Item	Description	Evidence
4.8	<p>Parent Involvement</p> <p><i>The LEA ensures parent involvement in efforts to improve educational achievement. Sec 1423(8).</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level</p> <p>A. Provide a list of parent/guardian involvement activities, offerings, or resources taking place in the current year.</p> <p>B. Provide evidence of how parents are encouraged to participate (3-5 sample documents), <i>e.g., open house fliers, sign-in sheets, resource fliers, home visits, activities.</i></p>

TITLE II, PART A: TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS

Item	Description	Evidence
6.2	<p>Evidence Base for Plan</p> <p><i>Title II, Part A funds need to be spent on evidence-based activities (SEC. 2103 (b)(3)). Evidence based means that there is a demonstrated statistically significant positive impact on students as shown by a well-designed study or a rational based on high quality research findings. Sec. 8101 (21)(A).</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Provide documentation for the previous year of the evidence-based research used to implement the activities, strategies, or interventions approved in Section 3 Student Achievement Plan (3a-Meeting State Standards and 3b-Other Academic Needs). If there are more than three plans in Section 3, only report on the three plans that used the most Title II, Part A funds.</p>

TITLE III/TBIP: ENGLISH LEARNERS, TITLE III NATIVE AMERICANS, AND IMMIGRANTS

Item	Description	Evidence
7.1	<p>Identification and Notification Procedures for MLs <i>LEA procedural document (identification, screening, reporting data to CEDARS, notification to parents, communication to registrars), evidence of training of responsible staff, and evidence of maintenance of comprehensive ML subfile within student cumulative file.</i></p> <p>Risk Level: 4</p>	<p>LEA Level Identification Procedures Document A. LEA provides a comprehensive procedural document or the section from the ML Program Planning template that outlines the procedures for:</p> <ul style="list-style-type: none"> • Identification • Screening • Reporting data to CEDARS • Family notification • Communication with registrars and those responsible for student ML cumulative file updating • Monitoring the PENR • Handling parent requests to waive services <p>Training of Staff B. LEA provides evidence of training/updating staff who register students, manage and report data to SIS and CEDARS, and manage and update students' ML subfiles within student cumulative files.</p> <p>Student Cumulative Files C. OSPI provides a list of students at or before the LEA Introductory Meeting. LEA submits one electronic file per student which contains:</p> <ul style="list-style-type: none"> • Required coversheet (template provided) • Home Language Survey (HLS) • Official screener score sheet • Initial Parent Notification letter • Most recent three years of annual score reports (as applicable) • Most recent three years of parent notification letter of eligibility (as applicable) • Parent notification of transition from services (as applicable) • Parent request for waiver of services (as applicable)

<p>7.2</p>	<p>English Language Development Services <i>Descriptions AND evidence that ELD services (designated ELD and meaningful access to content) are being provided for all eligible ML students.</i></p> <p>Risk Level: 4</p>	<p>LEA Level Annual School Board Approval of TBIP A. LEA submits document(s) from school board indicating clearly when the ML services program (TBIP) for the current school year has been approved. If the Board has not met to approve the current school year as of the submission date, LEA submits evidence from the previous school year. WAC 392-160-027: Evidence of Implementation of ELD Services B. OSPI provides a list of specific schools at or before the introductory meeting for which detailed evidence will be submitted. LEA submits one electronic file per building containing: <ul style="list-style-type: none"> • Narrative description of English Language Development services and meaningful access to content for multilingual learners, including Multilingual Learners with disabilities. The narrative should include how ELD instruction is planned, what instruction looks like, who delivers instruction, and what instructional resources and strategies are used. Evidence to demonstrate implementation: <ul style="list-style-type: none"> • schedules • images of visuals, • strategies used in unit/lesson plan(s) • use of paraeducators • Collaboration between ML staff and classroom/content teachers, paraeducators • For students with disabilities, how does the IEP align with language needs; how does the Multilingual Specialist/Teacher participate in the development of IEP goals? </p>
<p>7.3</p>	<p>Progress Monitoring & Tiered Supports <i>Descriptions AND evidence that LEA has implemented a process for monitoring student progress, analyzing student data, and providing appropriate academic supports for qualifying and exited MLs for academic grade-level achievement.</i></p>	<p>Process for Multilingual Learners A. LEA submits a narrative description of how the LEAs MTSS system addresses multilingual learners. The narrative should include: <ul style="list-style-type: none"> • MTSS Team • Universal Screening for MLs and pre-referral process • Interventions that include English • Language Development support • Progress Monitoring for MLs Monitoring of Exited MLs Description of Process B. LEA submits a narrative/description of the process used to determine which former/exited MLs need assistance in reaching grade-level performance in academic/content areas. Include a list of supports available to exited students by content area. Evidence of Analysis of Academic Data </p>

7.3 <i>cont.</i>	Risk Level: 3	C. LEA submits a document (such as a spreadsheet) indicating: <ul style="list-style-type: none"> • List of all students who exited within the past two years • Data used to determine that the student is performing at grade level
7.4	<p>Staffing and Professional Learning <i>Qualifications of teachers who design, oversee, and provide designated English Language Development (ELD) services and qualifications of paraeducators who assist teachers in providing ELD services.</i></p> <p>Professional Learning <i>Evidence of provided professional learning and implementation into classroom practices. Must include WIDA ELD Standards Framework training and implementation.</i></p>	<p>LEA Level</p> <p>Staff Qualifications</p> <p>A. LEA submits a list (spreadsheet or OSPI provided template) of all teachers providing designated ELD (including teachers outside of endorsement area, conditional cert, lifetime cert, working towards endorsement). List to include:</p> <ul style="list-style-type: none"> • Teacher name • Endorsement • Certification number • Teaching assignment • Co-planning partners (as applicable) • FTE per funding source(s) for salary (Basic Ed, TBIP, Title III, other-specify) • for non-endorsed teachers, evidence of ongoing training relating to the delivery of ML services. <p>Use of Paraeducators</p> <p>B. LEA submits a description of the expectations and responsibilities of paraeducators (within the identified specific buildings) when providing supplemental ELD services (may use OSPI provided template). Descriptions to include each of the following:</p> <ul style="list-style-type: none"> • Annotated schedule (example) • Resources used • How instruction is planned and by whom • How students are grouped (as applicable) • How responsibilities and expectations are communicated to paraeducators and by whom • How paraeducators are trained (detailed explanations) <p>Professional Learning</p> <p>C. LEA submits one file per PL delivered over the past 1–2 years to include:</p> <ul style="list-style-type: none"> • Cover sheet (OSPI provided template) • Agenda • Materials/handouts provided to participants • Slide deck

7.4 <i>cont.</i>		<ul style="list-style-type: none"> • Number of participants by role • Evidence of participation (sign-in sheet) • Implementation evidence (walkthrough notes, coaching cycle notes, pictures of classroom evidence)
7.5	<p>Risk Level: 3</p> <p>Use of TBIP Funds</p> <p><i>Evidence of how TBIP funds are used supplementally to support the basic ed required services for Multilingual Learners.</i></p> <ul style="list-style-type: none"> • <i>TBIP</i> • <i>Title III</i> • <i>Immigrant Grant</i> 	<p>LEA Level</p> <p>TBIP Grant</p> <p>A. Submit a narrative describing the criteria used to identify allowable expenses under TBIP.</p> <p>B. Two-month transaction recap of current year TBIP expenditures.</p> <p>C. LEA uploads document(s) which indicate(s):</p> <ul style="list-style-type: none"> • Process by which proposed grant expenditures are approved. • Name and role of the individual responsible for ensuring only allowable expenditures are approved. • How the district ensures that TBIP funding is supplemental to basic education and is not supplanting. <p>Title III Grant</p> <p>Implementation of the Title III plan</p> <p>D. LEA provides a short narrative describing activities completed this year using Title III funds to support ML students and explaining the evidence included. Evidence will depend on activities in the grant application and could include:</p> <ul style="list-style-type: none"> • Contracts • Time and effort • Roster of students served in Title III-funded activities (such as summer school) • Purchase orders • Sign-in sheets • Invoices • Other evidence <p><i>(This evidence may have been uploaded under another item. If so, indicate a comment in the narrative about the evidence that applies and where it is uploaded.)</i></p> <p>Immigrant Grant</p> <p>E. LEA provides a short narrative describing activities completed this year using Immigrant Grant funds to support ML students and explaining evidence included. Evidence will depend on activities in grant application and could include:</p> <ul style="list-style-type: none"> • Contracts • Time and effort

7.5 <i>cont.</i>		<ul style="list-style-type: none"> • Roster of students served in Title III-funded activities (such as summer school) • Purchase orders • Sign-in sheets • Invoices • Other evidence <p><i>(This evidence may have been uploaded under another item. If so, indicate a comment in the narrative about the evidence that applies and where it is uploaded.)</i></p>
7.6	Program Evaluation <i>LEA annual program evaluation</i>	<p>Risk Level: 4</p> <p>LEA Level Annual Analysis of Program Data A. LEA submits a three-year summary of ML outcome data to include: <ul style="list-style-type: none"> • Three years of ML exit rate • Three years of graduation rate • Three years of ELA, Math met standard rate (for MLs two years exited) • Three years of 9th grade on track data • Evidence of analysis of data (may use OSPI Program Evaluation or district-created template) to include: <ul style="list-style-type: none"> • Identification of trends/patterns noted in three-year data • Action plans/steps to address improvements needed • List of Participants (by role) in the annual program evaluation process Evidence of Feedback Elicited from Students, Families, and Staff B. LEA submits evidence of feedback/input from students, families, and staff specific to program data analysis and plans for improvement.</p>
7.7	Family and Community Engagement <i>District process for family and community engagement.</i>	<p>Risk Level: 3</p> <p>LEA Level A. LEA submits a narrative/description of how families and community are engaged in ML student learning and a description of attached evidence. B. LEA submits at least 3 pieces of evidence at the school or district level of family and community engagement activities such as: <ul style="list-style-type: none"> • Agendas or presentation slides for events that engage families in learning about how to support their student's academic progress • Announcements in relevant languages and multiple formats (e.g. emails, flyers, calls, texts, radio announcements). • Sign-in sheets or attendance lists for events • Family feedback </p>
7.8	Title III Funded Language and Literacy Services for Eligible American Indian/Alaska Native (AI/AN) Students <i>LEA procedural document (identification, determination of at-risk status, notification and permission to screen, services, reporting data to SIS and CEDARS, notification to families,</i>	<p>Risk Level: 2</p> <p>LEA Level Identification Procedures Document A. LEA provides a comprehensive procedural document that outlines the procedures for: <ul style="list-style-type: none"> • Identification of AI/AN students </p>

<p>7.8 <i>cont.</i></p>	<p><i>communication to registrars), and evidence of maintenance of comprehensive Title III subfile within student cumulative file.</i></p>	<ul style="list-style-type: none"> • Determination of academic at-risk status (determining academic at-risk status as a pre-requisite for screening is unique to AI/AN students) • Family notification and permission to screen (obtaining permission to screen for Title III-funded services is unique to AI/AN students) • Screening process • Reporting data to SIS and CEDARS • Family notification of eligibility • Communication with registrars and those responsible for student cumulative file updating • Monitoring the Possible Eligible, Not Reported (PENR) • Handling parent requests to waive services <p>Evidence of Analysis of Academic At-Risk Status B. LEA submits a list (spreadsheet or OSPI provided template) of ALL AI/AN students. List provides:</p> <ul style="list-style-type: none"> • Evidence of analysis for academic risk • Indication of which students were screened and qualified for Title III-funded supplementary language and literacy support services. <p>Evidence of Title III-Funded Supplementary Language and Literacy Services Which Align to ONE Expectations C. Evidence of Title III-funded services indicated in the Title III portion of Consolidate Grant Application or Title III Consortium Application. Must include at least one of the following:</p> <ul style="list-style-type: none"> • Unit/lesson plans indicating language and literacy focus when using Since Time Immemorial (STI) or NW Native American Reading Curriculum • Professional learning on implementing language and literacy focus of STI or Tribal History curriculum • Family nights with evidence of integration of language and literacy supports when using STI • Literacy activities in preparation for Canoe Journey or other Tribal-specific gatherings • Other (must submit evidence of ONE approval)
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Risk Level: 4

TITLE V, PART B: RURAL EDUCATION

Item	Description	Evidence
9.1	<p>Identified Needs</p> <p><i>The LEA uses funds to address the unique needs of their LEA, which may (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. Sec 5202, Sec 5224</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Describe the activities performed during the 2024–25 school year (as proposed in the approved EGMS Consolidated Grant Application) through the REAP Alternative Fund Use Authority or the Rural and Low-Income Schools grant.</p> <p>B. Describe how the performed activities addressed the unique needs of the LEA.</p> <p>C. Describe how the performed activities effect student progress towards meeting or exceeding the challenging state academic standards.</p>
9.2	<p>Rural Education Initiative</p> <p><i>The LEA may use applicable funding to carry out activities authorized under any of the following provisions: REAP – Title I, Part A; Title II, Part A; Title III; Title IV, Parts A or B; (Sec 5211) RLIS – Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Parental Involvement Activities. Sec 5222</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Provide evidence that demonstrates activities performed as identified in the approved application. Examples of evidence may include: Purchase Requests, Invoices, Time and Effort Reports, Professional Development Agendas, Contracts, etc.</p>

TITLE IX: MCKINNEY-VENTO HOMELESS EDUCATION

Item	Description	Evidence
10.1	<p>LEA Policy</p> <p><i>The LEA has developed, reviewed, and revised policies to remove barriers to the enrollment and retention of homeless children and youths in schools.</i></p> <p><i>McKinney-Vento Sections:</i> 722(g)(1)(I), 722(g)(7)(A,B,C), 722(g)(7)(J)(i), 722(g)(3)(A)(i,ii), 722(g)(3)(C), 722(g)(3)(D)(i,ii)</p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. One copy of the LEA's adopted, comprehensive policy related to serving the educational needs of homeless children and youth in accordance with the McKinney-Vento Act. Evidence must include the most current (2019) WSSDA sample policy 3115 or equivalent.</p>
10.2	<p>Dispute Resolution</p> <p><i>When a dispute arises regarding the enrollment of a homeless child or youth, the LEA follows Washington State's homeless enrollment dispute process according to the McKinney-Vento Act. McKinney-Vento Section 722(g)(3)(E)(i,ii,iii,iv)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. A copy of the most current OSPI Homeless Dispute Resolution Process:</p> <ul style="list-style-type: none"> • OSPI Homeless Education Resources (dated 2021)
10.3	<p>Transportation</p> <p><i>The LEA ensures that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin.</i></p>	<p>LEA Level</p> <p>A. Completed forms, written agreements, transportation request forms, in lieu agreements, etc., to show evidence of coordinated transportation services. Includes type of transportation service provided, any arrangements or agreements with neighboring</p>

Item	Description	Evidence
10.3 cont.	<p><i>McKinney-Vento Section 722(g)(1)(J)(iii)(I, II)</i></p> <p>Risk Level: 3</p>	LEAs, start and stop dates, etc.
10.4	<p>LEA Liaison</p> <p><i>The LEA has a designated homeless liaison, who is able to carry out the duties described in the McKinney-Vento Act and who has participated in PD and other technical assistance activities as determined appropriate by OSPI, to assist with identification, enrollment, attendance, and academic success of homeless children and youth.</i></p> <p><i>McKinney-Vento Section 722(g)(7)(J)(ii) and 722(g)(7)(J)(l)(iv)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Name/title of liaison</p> <p>B. Liaison FTE is provided, and capacity is sufficient to fulfill all liaison duties outlined in the McKinney-Vento Act. (Evidence may include a written statement describing the staff time specifically dedicated to fulfilling liaison duties as described in law; or a completed attestation regarding the fulfillment of McKinney - Vento liaison duties and information related to the liaison FTE. Sample available on OSPI Homeless Education website under the "resources" link: Statement of Attestation)</p>
10.5	<p>Identification of Students</p> <p><i>The LEA's homeless liaison ensures that homeless children and youth are identified and enrolled by school personnel and through coordination activities with other entities and agencies.</i></p> <p><i>McKinney-Vento Section 722(g)(6)(A)(i)</i></p> <p><i>The LEA ensures that the liaison for homeless education children and youths has participated in PD and other technical assistance activities as determined appropriate by OSPI.</i></p> <p><i>McKinney-Vento Section 722(g)(1)(J)(l)(iv)</i></p> <p><i>The LEA liaison for homeless children and youth shall ensure that school personnel receive PD and other support.</i></p> <p><i>McKinney-Vento Section 722(g)(6)(A)(ix)</i></p>	<p>LEA Level</p> <p>A. Evidence that LEA has adopted a student housing questionnaire that is disseminated to all families in the LEA at least annually (provide completed forms).</p> <p>B. Evidence that LEA liaison has attended OSPI (or similar) training regarding the rights of homeless students and the appropriate identification of homeless students.</p> <p>C. Evidence that LEA staff participates in training provided by the LEA homeless liaison or other trained staff regarding compliance with McKinney Vento, rights of homeless students, etc. (Evidence may include sample materials used in LEA-level McKinney-Vento training, sign-in sheets, certificates of attendance, agendas, etc.)</p> <p>Building Level</p> <p>D. Evidence that building staff members including building points of contact receive routine McKinney-Vento training, and homeless students are actively identified and immediately served. Evidence</p>

Item	Description	Evidence
10.5 <i>cont.</i>	Risk Level: 3	may include training logs, sign - in sheets, sample materials, building level intake materials, housing questionnaires, parent information, etc.
10.6	Enrollment, Intake, and Access <i>The LEA's homeless liaison ensures that homeless children and youths enroll in and have a full and equal opportunity to succeed in, schools in the LEA; and homeless families receive referrals for services, and parents/guardians are informed of educational and related opportunities for students as well as meaningful opportunities for parental involvement.</i> <i>McKinney-Vento Section 722(g)(6)(A)(i)-(vi), and SSB 6074, WA State Laws of 2074, ch. 272</i> Risk Level: 3	LEA Level A. Evidence of completed intake forms (separate from housing questionnaire) specific to homeless students (form used to determine homeless student's needs, provide referrals for services such as medical, dental, housing, and mental health, and inform parents and unaccompanied youth of available LEA services and supports).
10.7	Unaccompanied Homeless Youth: Higher Education/FAFSA <i>Each LEA liaison for homeless children and youth shall ensure that unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as other students, are informed of their status as independent students per the Higher Education Act of 7965, and that the youths obtain assistance from the LEA liaison to receive verification of such status for purposes of the FAFSA (Free Application for Federal Student Aid) McKinney-Vento Section 722(g)(6)(A)(x)(I, II, III)</i> Risk Level: 3	LEA Level A. Evidence of verification letters to show independent student status for purposes of FAFSA completion. <i>Evidence to include copies of letters provided to high school students seeking support in accessing higher education, or template if no currently identified independent students. If so, you must upload a statement that there are no currently identified students.</i>
10.8	Early Childhood <i>The LEA's homeless liaison ensures that homeless families,</i>	LEA Level A. Evidence of coordination between the LEA's McKinney-Vento

Item	Description	Evidence
10.8 cont.	<p>children, and youths receive educational services for which they are eligible, including Head Start and Even Start programs and preschool programs administered by the LEA.</p> <p>McKinney-Vento Section 722(g)(6)(A)(iii)</p> <p>Risk Level: 3</p>	<p>program and</p> <p>B. the LEA's preschool program(s). Evidence may include proof of preschool staff training, copies of homeless education parent resources, completed housing questionnaires.</p> <p>C. Evidence that young homeless children are enrolled in preschool programs administered by the LEA. Evidence may include enrollment forms, referral logs, documentation of coordination of LEA early learning programs and community preschool supports, or referrals for special services for young homeless children under Title I, Part C. If no young children experiencing homelessness have been identified, please state that by uploading a comment.</p> <p>D. Evidence that the LEA's Child Find notice includes language specific to homeless students. (Sample can be found on the OSPI Homeless Education Resources.)</p>
10.9	<p>Community Collaboration</p> <p>The LEA shall coordinate the identification and provision of services with local social service agencies and other agencies or programs providing services to homeless children and youth and their families, including those funded under the Runaway and Homeless Youth Act, other local education agencies, state and local housing agencies, and others.</p> <p>McKinney-Vento Section 722(g)(5)(A)(B)(C)</p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Evidence that the LEA has coordinated services through ongoing and regular contact with community agencies and entities, e.g., service groups, social service agencies, faith communities, etc. Evidence must demonstrate coordination beyond routine community donations to schools such as food baskets, coats, etc. Evidence may include presentations provided to community groups, logs, meeting minutes, correspondence, agendas, etc., to show that the LEA actively works with and informs community organizations regarding the identification and support of homeless children and youth.</p>
10.10	<p>Posting of Rights and Parent Information</p> <p>The LEA's homeless liaison ensures that public notice of the educational rights of homeless children and youth is disseminated where such children and youths receive services (schools and community).</p> <p>McKinney-Vento Section 722(g)(6)(A)(vi); SSB 6074, WA</p>	<p>LEA Level</p> <p>A. Evidence of NCHE posters in all LEA buildings and in the community, brochures, homeless student rights and contact information for the district homeless liaison posted on LEA website, etc. Evidence should also appear throughout the community where homeless people are likely to see them. e.g.,</p>

CAREER & TECHNICAL EDUCATION (CTE)

Item	Description	Evidence
12.1	<p>State CTE Approval/Frameworks</p> <p>The LEA improves the academic and technical skills of students participating in career and technical education programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure a well-rounded education (Perkins V – Sec. 133 (b)(4)).</p> <p>The LEA supports integration of academic skills into CTE programs and programs of study (Perkins V – Sec. 135 (b)(3)).</p> <p>The LEA provides access to at least one CTE equivalency course (CTE High School Course equivalencies – RCW 28A.230.097).</p> <p>The LEA meets state approval requirements through course and program approval. (Career and Technical Education – Plans – Standards – RCW 28A.700.010 – Career and technical education—Plans—Standards—Technical assistance—Leadership development).</p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. List of all CTE courses currently offered by a program area including application ID, proof of state approval, identification of any courses offered as state and/or local equivalencies identifying the type of academic credit offered, and Industry Recognized Credential (IRC) or dual credit for all preparatory courses. (See OSPI CTE PRS 12.1 Optional Resource.)</p> <p>NOTE: The course approval ID number does not show approval of the course, only that the application has been submitted.</p>
12.2	<p>Community and Educational Partnerships and Program Evaluation</p> <p>The LEA ensures that parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, parents</p>	<p>LEA Level</p> <p>A. Signed copies of current Program Evaluations for each CTE program offered in the district.</p>

Item	Description	Evidence
12.2 <i>cont.</i>	<p>and students, representatives of Indian Tribes and Tribal organizations, representatives of special populations (as defined in Perkins V), and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs (Perkins V – Sec. 134 (d)).</p> <p>The LEA develops and implements evaluations of the activities carried out with funds (Perkins V – Sec. 135 (b)(6)). The LEA evaluates annually, using the district’s local adjusted levels of performance and CTE activities in its program (RCW 28A.700.010 and RCW 28A.150.500 - Educational agencies offering vocational education programs – local advisory committees).</p> <p>Risk Level: 2</p>	<p>NOTE: At minimum, CTE Director and Advisory Chair signatures are required.</p>
12.3	<p>Special Populations</p> <p>The LEA provides activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; prepare students for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations (Perkins V – Sec. 134 (b)(5)).</p> <p>Special populations defined in Perkins V (Sec. 3 (48)) include:</p> <ul style="list-style-type: none"> • Individuals with disabilities; • Individuals from economically disadvantaged 	<p>LEA Level</p> <p>A. Evidence of how the district is addressing barriers to enrollment (assurance of equal access) in CTE courses, for special populations (as defined under Perkins V). Evidence must include one of the following:</p> <ul style="list-style-type: none"> • Photographic evidence of modifications, ensuring ADA accommodations are met • Instructional aids and devices • Examples of modified curriculum (I.e., English Learners) • Samples of targeted communication to students or families • Copies of Special Education transition plans • Samples of targeted career guidance • Documentation of internship or work experience, or targeted professional development <p>B. Evidence of support offered to CTE students. Evidence must</p>

Item	Description	Evidence
12.3 <i>cont.</i>	<p>families, including low-income youth;</p> <ul style="list-style-type: none"> • Individuals preparing for non-traditional fields; • English learners; • Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act; • Youth who are in, or have aged out of, the foster care system; and • Youth with a parent who is a member of the armed forces or is on active duty. <p>The LEA incorporates strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations (Perkins V – Sec. 134 (C) (2)(E)(i)).</p> <p>Risk Level: 3</p>	<p>include one of the following:</p> <ul style="list-style-type: none"> • Tutorial services • Language assistance • Section 504 plans • Individualized Education Program (IEP) • Achievement evaluations for special populations (Limited English Proficiency, students in foster care, individuals preparing for non-traditional fields, etc.) • Documentation of specialized instructional support personnel or paraprofessionals
12.4	<p>CTE Personnel</p> <p>The LEA supports the recruitment, preparation, retention, and training (including professional development) of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements. This recruitment, preparation, and retention includes individuals from groups underrepresented in the teaching profession (Perkins V – Sec. 135 (b)(2)(c)).</p> <p>CTE courses are taught by properly CTE certified instructors. Conditionally certified teachers complete a written training plan developed in coordination with the CTE administrator and the CTE advisory committee (WAC 181-77-014).</p>	<p>LEA Level</p> <ul style="list-style-type: none"> A. District reviews and verifies that all teacher certifications match the courses taught by that instructor. B. For courses taught by staff with Conditional Certifications: documentation that the Superintendent or CTE Director along with the local advisory committee determined the conditional certified educator is competent and qualified for the assignment. Evidence may include re-posting position annually evidencing recruitment of qualified instructors and confirming through the advisory committee minutes the re-approval or approval of the hiring of conditionally certified staff member(s) for the position(s). C. Proof of a written training plan for any conditionally certified instructor approved by the local advisory board for the program area the instructor is assigned.

Item	Description	Evidence
12.4 <i>cont.</i>	Risk Level: 3	NOTE: Professional Growth Plans do not meet the requirements as evidence.
12.5	Leadership, Employability, and Extended Learning Opportunities The LEA provides students with leadership skill development opportunities available at the local, state, national, and international level, accessed through extended learning opportunities as defined as learning activities that extend beyond the scheduled school day and/or school year (CTE State Program Standards). Risk Level: 2	LEA Level A. List of Career and Technical Student Organizations (CTSOs) and equivalency leadership programs available in each school, identified by course program area and assigned instructor. (See <i>OSPI CTE PRS 12.5(A) Optional Resource</i>) B. For each CTSO: A copy of 2023–24 official membership rosters, official charter letter or paid invoice, and a locally aligned Program of Work (POW) on the CTSO Leadership Equivalency template. For any equivalent leadership program: the completed program of work on the required OSPI Equivalency Leadership template.

EQUITABLE SERVICES TO PRIVATE SCHOOLS: PRIVATE SCHOOL PARTICIPATION IN FEDERAL PROGRAMS

Item	Description	Evidence
13.1	ESEA Consultation <i>The LEA has complied with the requirements for timely and meaningful consultation with private school officials for all federal programs requested by private schools. ESEA 8501(1) and 1117(a)(b)</i> Risk Level: 1	LEA Level A. Provide a brief description of the LEA's process to contact and assist private schools in completing their intent to participate in the Private Participation in Federal Programs application in the EDS tool. B. B. Provide a brief description of the initial and ongoing consultation process, and include evidence such as letters, agendas, meeting notes, sign-in sheets, etc.
13.2	Complaint Process <i>The LEA has explained the complaint process to private school officials. ESEA 8501(c)(6), 8503, and 1117(b)(2)</i> Risk Level: 1	LEA Level A. Evidence the <i>OSPI Complaint Procedures for Private Schools Participating in Federal Programs</i> has been explained to private school officials (e.g., agenda, email). B. Copy of the <i>OSPI Complaint Procedures for Private Schools Participating in Federal Programs</i> that is distributed to private schools.
13.3	Professional Development (PD) <i>The LEA has provided opportunities for teachers of participating private schools to participate, on an equitable basis, in PD activities. ESEA 8501 and 1117(a)(1)(B)</i> Risk Level: 2	LEA Level A. Private school teachers participated in PD activities based on the private school's plans (e.g., contracts, registrations, sign-in sheets). <i>Provide evidence for each program where PD is provided:</i> <ul style="list-style-type: none"> • Title I, Part A • Title I, Part C • Title II, Part A • Title III • Perkins/CTE
13.4	Identification of Eligible Students <i>The LEA has a process in place to identify eligible private</i>	LEA Level A. Title I, Part A–Documentation that demonstrates how the LEA

Item	Description	Evidence
13.4 cont.	school students. ESEA 8501(c) and 1117(b) Risk Level: 2	determines eligibility of potential Title I students, to include address verification and low-income method. B. Title I, Part A: Sample of the educationally-related criteria used to identify eligible students (e.g., multiple assessments, teacher input, summary sheet, etc.). C. Title I, Part C: Copy of Certificate of Eligibility. D. Title III: One copy of the English Language Proficiency Test with date administered.
13.5	Services for Private School Students <i>The LEA provides services to private school students that are secular, neutral, and non-ideological and delivered in an equitable manner based on educational needs. ESEA 8501(c) and 1117(a)(3)</i> Risk Level: 2	LEA Level A. Activities are tied to the needs of the private school students (e.g., needs assessment, student schedule or plan). <i>Evidence provided for each served program:</i> <ul style="list-style-type: none">• Title I, Part A• Title I, Part C• Title III• Perkins/CTE
13.6	Equitable and Timely Services <i>The LEA provides services to private school students that supplements students' regular instruction and is provided in a timely manner. ESEA 8501 and 1117(a)(3)</i> Risk Level: 2	LEA Level A. Services to private school students began at the same time as public school students (e.g., contract or teacher schedule). <i>Evidence provided for each served program:</i> <ul style="list-style-type: none">• Title I, Part A• Title I, Part C• Title III• Perkins/CTE
13.7	Service Delivery Documentation <i>Services provided to private school students were secular, neutral, and non-ideological and were provided by employees of the LEA or contracted by the LEA. ESEA 8501(c)(d) and 1117(d)</i> Risk Level: 1	LEA Level A. Third party contract and invoice for one individual providing services to private school students, including a description of the type of services provided, if applicable. B. One month time and effort for one LEA employee providing services to private school students, including a description of the type of services provided, if applicable.

Item	Description	Evidence
13.8	LEA Supervision <i>Instructional services were regularly observed and under the supervision of the LEA.</i> <i>ESEA 8501(d) and 1117(d)</i> Risk Level: 2	LEA Level A. Briefly describe the supervision process and provide evidence such as a schedule or meeting minutes.
13.9	Evaluations <i>The LEA ensures that students are academically assessed, and results of the assessments are used to improve these services to private school students.</i> <i>ESEA 8501(c) and 1117(b)</i> Risk Level: 2	LEA Level A. Describe the process to evaluate the effectiveness of student services. Please include an appropriate standard, or achievement level, by which to measure student progress; the assessment used; the amount of student growth seen; and how the student data is used to improve or adjust services to meet students' educational needs. <i>Evidence provided for each served program:</i> <ul style="list-style-type: none"> • Title I, Part A • Title I, Part C • Title III • Title IV, Part A • Perkins/CTE
13.10	Services and Materials <i>The LEA ensures services or other benefits, including materials, and equipment are secular, neutral, and non-ideological. ESEA 8501(a)(2) and 1117(a)(2)</i> Risk Level: 1	LEA Level A. Assurance that services or other benefits that include equipment/materials are only used for secular, neutral, and non-ideological purposes (e.g., written statement).
13.11	Title I, Part A–Parent Involvement For LEAs with Allocations of \$500,000 or Greater <i>The LEA has provided parent involvement opportunities for parents and families of participating private school students on an equitable basis. ESEA 1116, 1117(a)(1)(B)</i>	LEA Level A. Assurance the consultation process included communication to identify opportunities for parents and families of Title I-served private school students (e.g., written statement). B. Provide evidence that private school parents participated in parent involvement activities (e.g., workshop agendas,

Item	Description	Evidence
13.11 <i>cont.</i>	Risk Level: 1	workshop announcement, sign-in sheets, emails). Include district-level participation and one-on-one meetings with parents of Title I-served private school students, if applicable.
13.12	Equitable Services with Private Schools Located Outside of LEA <i>The LEA has a process in place to ensure eligible private school students receive services even if the students attend a private school located in another LEA. ESEA 1117</i> <i>Resources:</i> Private Schools Participation Risk Level: 2	LEA Level <ul style="list-style-type: none"> <i>If applicable</i>, provide evidence of communication with out-of-district private schools that have indicated they want to participate in Title I equitable services <i>and</i> may have eligible district students. (Evidence can include emails, letters, meeting notes.) <i>Example:</i> Equitable Services Communication and Process Example 1.

FISCAL: FEDERAL FISCAL CROSS-CUTTING

Note: 2024–25 school year review of 2023–24 expenditures. Please upload the initial documentation requested in the checklist below prior to the preliminary review due date.

If you have any questions, please contact us:

- Deb Crawford (360) 789-6258 Debbie.Crawford@k12.wa.us
- Jamey Schoeneberg (360) 972-4025 Jamey.Schoeneberg@k12.wa.us
- Amy Harris (360) 688-0485 Amy.Harris@k12.wa.us

Item	Description	Evidence
15.1	<p>Grant Claims and Expenditures</p> <p><i>Grants reimbursements must be supported by records that identify the federally funded expenditures are made within the period of performance and be supported by source documentation to determine allowability.</i></p> <p>2 CFR 200.302</p> <p>2 CFR 200.403</p> <p><i>Period of Performance:</i> <i>"Period of performance means the total estimated time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the period of performance in the Federal award per § 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period."</i></p>	<p>LEA Level</p> <p>A. Describe the LEA's process, including the names/positions of key staff, for ensuring that grant claims are prepared timely, reconcile to the accounting records and the related costs were incurred during the period of performance.</p> <p>B. Provide the LEA's chart of accounts with coding for subprograms, sub objects, and building codes. See example at: https://ospi.k12.wa.us/sites/default/files/2023-08/expense-account-codes-example.pdf</p> <p>C. Provide <i>Expenditure Summary Reports by Program, Activity and Object</i> that will be used to reconcile to grant claims as well as the detailed expenditure reports.</p> <ul style="list-style-type: none"> • Provide separate 2023-24 school year reports for only those <i>Federal</i> programs in Program Review Program Review & Support (Formerly CPR) (ospi.k12.wa.us) • If you are part of a Title III or Perkins Consortia, please include Expenditure Summary Reports for this program. • Do not provide reports for state programs. • For WSIPC LEAs, refer to the report instructions and example: https://www.k12.wa.us/policy-funding/grants-grant-management/consolidated-program-review/fiscal-guidance

Item	Description	Evidence
15.2	<p>Accounts Payable Charges <i>Federal funds must be spent on only allowable activities in accordance with CFR Part 200 Subpart E – Cost Principles, other special terms or conditions of the grant award, and/or other pertinent state and federal guidelines.</i></p> <p><i>2 CFR Part 200, Subpart E</i></p> <p>Procurement <i>Federal purchases that require a competitive process must comply with the more restrictive of federal / state requirements and LEA policy.</i></p> <p><i>2 CFR 200.67</i> <i>2 CFR 200.317-.327</i></p> <p>Suspension and Debarment <i>Subrecipients and vendors must not be suspended or debarred.</i></p> <p><i>2 CFR Part 180</i> <i>2 CFR Part 3485</i></p> <p>Conflict of Interest <i>"The non-federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts."</i> <i>2 CFR 200.318 (c) (1)</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Describe the LEA’s process, including the names/positions of key staff, for ensuring federal expenditures are allowable, comply with procurement requirements, and ensures vendors and subrecipients are not suspended or debarred.</p> <p>B. Provide the LEA’s procurement policies and procedures (such as the WSSDA policies 6220 & 6220P), including the procurement thresholds for using federal funds and the language relating to conflict of interest and suspension & debarment. (Note: Please provide the procurement policy in use during the 2023–24 school year.)</p> <p>C. If the LEA used the self-certification option to use a higher micro purchase threshold, provide documentation the LEA used to support they are a low-risk entity.</p> <p>D. Evidence in response to OSPI request. <i>Only select after communication from OSPI requesting further information.</i></p>

Item	Description	Evidence
15.3	<p>Payroll Charges</p> <p><i>Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed and comply with documentation requirements set forth in OSPI Bulletin Addendum B048-17.</i></p> <p><i>2 CFR 200.430-431</i></p> <p><i>Note: The CFR noted above is where LEAs will find the current regulations, but OSPI has directed LEAs to use the previously required time and effort system in the 2023-24 school year. This guidance is noted in the OSPI Bulletin noted above.</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Describe the LEA's process to ensure payroll charges are accurate, allowable, and properly allocated to federal programs. Include names/positions of key staff and how the LEA:</p> <ul style="list-style-type: none"> • Determines required time and effort for each employee. Include whether the LEA has (and uses) an OSPI approved time/effort substitute system. • Ensures time and effort is received timely from employees. • Reviews actual versus budgeted payroll charges to make adjustments as needed (include how often this occurs). • Reviews staff reassignments to determine any necessary time and effort changes. • If employees were paid under federal programs for activities that do not align with those federal programs due to COVID-19, provide the leave policy that reflects the procedures related to paying employees during emergency situations. <p>B. Provide a <i>Payroll Distribution Report</i> for 2023–24 from which OSPI will request supporting documentation for selected transactions.</p> <ul style="list-style-type: none"> • Do not include object 4 benefits • For WSIPC LEAs, refer to the report instructions and example: https://ospi.k12.wa.us/policy-funding/grants-management/program-review-support-formerly-cpr/fiscal-guidance • For non-WSIPC LEAs, review example and provide comparable data (if possible, only include objects 2–3 for employees whose salaries are charged any amount to a federal program in the CPR). <p>C. Evidence in response to OSPI request. <i>Only select after communication from OSPI requesting further information</i></p>

OSSI RESOURCE ALLOCATION REVIEW

Item	Description	Evidence
RAR 1.1	<p>L-CAP and District Planning</p> <p>To facilitate RAR, OSPI/OSSI will review your district's improvement planning in line with state and federal expectations.</p> <p>According to federal law (ESSA Sec. 1112; [20 U.S.C. 6312]), as implemented through Washington's ESSA Consolidated Plan, LEAs (i.e., school districts) with at least one school identified for Tiers 1, 2, 3, and/or 3 Plus supports and accountability must complete a SY2024-25 LEA - Consolidated Accountability Plan (L-CAP) using OSPI's Alchemer Survey Tool.</p> <p>Risk Level: 2</p>	<p><u>OSSI Resource Allocation Review (RAR) Objective and Purpose</u></p> <p>LEA/District Level Evidence</p> <p>Please provide evidence that the most current version of the OSPI L-CAP survey has been completed according to requirements, by uploading the below documentation:</p> <ul style="list-style-type: none"> • a copy of the L-CAP survey report; • or, a written attestation that the survey instrument has been completed (we will verify if providing an attestation).
RAR 1.2	<p>LEA/District Resource Allocation Review (RAR)</p> <p>Resource Allocation Review (RAR) is required for LEAs that have 50% (or more) schools identified for Tiers 1, 2, 3, or 3 Plus supports according to the most current WSIF identification cycle (ESSA Sec. 1111(d)(3)(A)(ii)).</p> <p>Resource Allocation Review (RAR) must:</p> <ul style="list-style-type: none"> • Detail and examine how the district identified resource inequities of access, opportunity, and attainment and how those inequities are being addressed. • Detail and examine LEA and school strategies to 	<p><u>OSSI Resource Allocation Review (RAR) Objective and Purpose</u></p> <p>LEA/District Level Evidence</p> <p>Please provide evidence that the most current version of the OSPI L-CAP survey has been completed according to requirements, by uploading the below documentation:</p> <ul style="list-style-type: none"> • a copy of the L-CAP survey report; • or, a written attestation that the survey instrument has been completed (we will verify if providing an attestation).

Item	Description	Evidence
RAR 1.2 <i>cont.</i>	<p>address resource inequities (both fiscal and non-fiscal) via ESSA-defined Evidence-Based Practices (EBPs) that support the goal of “basic education”, student learning and achievement, effective instruction, and the overall improvement aims of the State of Washington and Department of Education (ED).</p> <ul style="list-style-type: none"> • Detail and examine achievement and accountability goals formulated by the LEA and its schools identified for Tiered supports, by reviewing School Improvement Plans (SIPs), Mid-Year Progress Reviews (MYPR) and End of Year Reviews (EOYR). • Detail and examine evidence of the practices and policies (e.g. policy or procedure document(s)) the LEA utilizes and (this can include adjustments to existing policies) to ensure that schools identified for Tiered supports via WSIF are receiving the necessary resources to support LEA and school improvement efforts. <p>Risk Level: 2</p>	See above
RAR 1.3	<p>LEA/District Parent, Family, and Community Engagement</p> <p>District-level plans (i.e., L-CAPs) must incorporate elements of partnership with parents, family, and community (including, but not limited to): principals and other school leaders, teachers, parents, guardians, and other community members and have a plan for their engagement ESSA Sec. 1112 [20 U.S.C. 6312]).</p>	<p>OSSI Resource Allocation Review (RAR) Objective and Purpose</p> <p>LEA/District Level Evidence</p> <p>Provide at least one artifact of evidence of parent, family, and community participation in the district-level improvement process.</p> <p>Evidence can include:</p> <ul style="list-style-type: none"> • Meeting minutes and agenda items involving parent, family, and community involvement/incorporation in district

Item	Description	Evidence
RAR 1.3 <i>cont.</i>	<p>Risk Level: 2</p>	<p>planning.</p> <ul style="list-style-type: none"> • Invitation/notification letter to stakeholders to participate in a district-level planning process. • Narrative describing efforts to ensure family, parent, and community engagement. • Feedback solicited through a district-level survey to guide LEA planning efforts. • List of stakeholders that provided feedback or participated in plan development, etc.
RAR 2.1	<p>Building/School Planning, Implementation, and Resource Allocation Review</p> <p>Schools must identify resource inequities to be addressed through implementation of a School Improvement Plan (SIP) (WAC 180-180-16-220); (ESSA Sec. 1111(d)(1)(B)(iv)).</p> <p>Resource Allocation Review (RAR) must:</p> <ul style="list-style-type: none"> • Detail and examine how the school has identified resource inequities of access, opportunity, and attainment and how those inequities are being addressed through School Improvement Plans (SIP) in line with state and federal law. • Detail and examine LEA and school strategies to address resource inequities (both fiscal and non-fiscal) via ESSA-defined Evidence-Based Practices (EBPs) that support the goal of “basic education”, student learning and achievement, effective instruction, and the overall improvement aims of the State of Washington and Department of Education (ED). 	<p><u>OSSI Resource Allocation Review (RAR) Objective and Purpose</u></p> <p>Building/School Level Evidence</p> <p>Provide SIPs for all schools identified for tiered supports (i.e., Tiers 1, 2, 3 and 3 Plus) in your district with resource inequities highlighted, addressing all areas discussed in the <u>requirements column</u>.</p>

Item	Description	Evidence
RAR 2.1 <i>cont.</i>	<ul style="list-style-type: none"> Identify and examine achievement and accountability goals formulated by schools identified for Tiered supports, by reviewing School Improvement Plans (SIPs), Mid-Year Progress Reviews (MYPR), and End of Year Reviews (EOYR). Examine evidence of the practices and policies (e.g. policy or procedure document(s)) the school utilizes and (this can include adjustments to policies) to ensure supports are appropriately received toward improvement efforts. <p>Risk Level: 2</p>	See above
RAR 2.2	<p>Building Level Family, Parent, and Community Engagement</p> <p>School Improvement Plans (SIPs) must be developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents). All SIPs must be approved by the local school board prior to implementation to ensure transparency and partnership with families, parents and community (RCW 28A.150.210; WAC 180-16-220).</p> <p>Y</p> <p>Risk Level: 2</p>	<p><u>OSSI Resource Allocation Review (RAR) Objective and Purpose</u></p> <p>Building/School Level Evidence</p> <p>Provide at least one artifact of evidence of public and stakeholder participation in the school improvement process.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> Community engagement plan Invitation/notification letter to stakeholders to participate in plan development Narrative describing efforts to ensure stakeholder participation Feedback solicited through a building-level survey or meeting agenda and minutes. List of families/stakeholders that provided feedback or participated in plan development, etc.

Item	Description	Evidence
RAR 3.1	<p>LEA Use of OSSI funds to Address Resource Inequities and Improvement Efforts</p> <p>LEA and school spending information is an essential resource to examine as part of the State’s review process.</p> <p>The SEA (i.e., OSPI) will consider a broad variety of factors that include financial resources used by the LEA and schools receiving Tiered supports to address resource inequities and overall improvement efforts (ESSA Sec. 1111(2)(3)(A)(ii)).</p> <p>Risk Level: 3</p>	<p>OSSI Resource Allocation Review (RAR) Objective and Purpose</p> <p>OSSI Grants Spending Prioritization and Use</p> <p>For the most recently concluded school year, please provide evidence of how the LEA (i.e., school district) approached prioritization and use of OSSI funding to support improvement work in its district and constituent schools in line with state and federal laws and rules (WAC 180-16-220 (2)(b); (ESSA Sec. 1111(d)(1)), particularly to address resource inequities and the improvement aims of the state and federal governments.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> • A written narrative (500-1000 words) describing how the LEA collaborated with each of its schools receiving OSSI funds, to support improvement planning and implementation across these buildings and the district overall to address specific, measurable resource inequities. • The response should exhibit: <ul style="list-style-type: none"> ○ how specific, measurable resource inequities were addressed using OSSI funds, ○ how collaboration between leadership of school buildings and the LEA informed spending decisions, ○ how school building educators (and other professional staff), parents, as well as the wider learning community, were involved in the LEA prioritization of resources, ○ what logic model or rationale determined the LEA prioritization of funds to specific allocations targeting resource inequities. ○ Note: Please submit a textual response in the EGMS text field or provide an upload of a .docx or .pdf file. We will not accept hyperlinks to a cloud

Item	Description	Evidence
RAR 3.2	LEA Spending & Outcomes Analyze State-identified financial resources alongside outcome measures to determine whether resources are being distributed equitably across schools in the LEA. (ESSA Sec. 1111(2)(3)(A)(ii)).	OSSI Resource Allocation Review (RAR) Objective and Purpose Comparing ROI (Spending vs. Outcomes) across schools in the LEA. Instructions: Please follow the steps below and provide evidence as stated. Step 1: Please navigate to the School Spending & Outcomes Snapshot (SSOS) on the Comprehensive Center Network's (CCN's) website. Note: For more information on the source of the dataset, visit the "Frequently Asked Questions" section of the SSOS webpage. Step 2: Select the state (i.e., Washington). Step 3: Select the LEA (i.e., school district). Step 4: Select the latest time range of data available. Step 5: Please provide as evidence for this sub-item, a written narrative (500-1000 words) that responds to the following questions: <ul style="list-style-type: none"> • Is there a school that spends less than the average but is higher performing? • Is there a school that spends more than the average and is higher performing? • Is there a school that spends more than the average and yet is lower performing? • Is there a school that spends less than the average and is lower performing? • Does each of our principals know which quadrant they're in? • Does this information provide any ideas about how to manage the district's schools going forward? • Note: If you would like to provide any additional information

Item	Description	Evidence
RAR 3.2 <i>cont.</i>	Risk Level: 3	to contextualize your responses, you are welcome to do so. Please submit a textual response in the EGMS text field or provide an upload of a .docx or .pdf file. We will not accept hyperlinks to a cloud drive.

FOSTER CARE

Item	Description	Evidence
17.1	<p>LEA Foster Care Liaison and Building Point of Contact</p> <p><i>The LEA has a designated foster care liaison to assist with immediate enrollment, attendance, and academic success of students in foster care. ESEA Section 1112(5)(a) RCW 28A.320.148</i></p> <p><i>The LEA has designated building points of contact to identify and support students in foster care, coordinate services and resources for students in foster care at the school level. RCW 28A.320.148</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. Ensure contact information located on the OSPI Foster Care website is accurate for your school district Foster Care Liaison, make changes as necessary, and submit screenshot as evidence. (https://ospi.k12.wa.us/student-success/access-opportunity-education/foster-care/foster-care-liaisonsdcyf-contacts) RCW 28A.320.148</p> <p>B. Ensure contact information located on the OSPI Foster Care website is accurate for each school Building Point of Contact, make changes as necessary, and submit screenshot for each school as evidence. (https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.k12.wa.us%2Fsites%2Fdefault%2Ffiles%2Fpublic%2Ffostercare%2Fpubdocs%2FFoster Care Building Points of Contact Contact List.xlsx&wdOrigin=BROWSELINK) RCW 28A.320.148</p>
17.2	<p>Collaboration with Local Child Welfare Agency</p> <p><i>LEA must collaborate with child welfare agencies. ESEA Section 1112(c)(5)(B); RCW 28A.225.360</i></p> <p><i>The LEA collaborates with the local child welfare agency to maintain children in foster care in their schools of origin, when in their best interest. ESEA Section 1111 (g)(E)(i-iv); RCW 28A.225.360; RCW 28A.225.350; RCW 74.13.550; RCW 74.13.560; and RCW 74.13.631\</i></p> <p><i>The LEA collaborates with the local child welfare agency to ensure that children in foster care are immediately enrolled in school even if the student does not have the required documentation. The enrolling school will immediately contact</i></p>	<p>LEA Level</p> <p>A. Signed copy of DCYF's Regional Education Agreement developed in collaboration with the Office of Superintendent of Public Instruction (OSPI) or the equivalent agreement approved by OSPI. <i>The Regional Education Agreement must be signed by both the LEA and DCYF.</i></p> <p>B. Please describe the LEA process for documenting Best Interest Determination meetings and supply a sample form you use for documentation. For example the documented placement decision form located here: https://ospi.k12.wa.us/sites/default/files/2023-08/determination-school-placement-student-foster-care.pdf</p> <p>C. Evidence such as emails, meeting agendas, or other records that are used to document immediate enrollment of students (even without required paperwork) and efforts to obtain education records.</p> <p>D. Completed forms, written agreements, transportation request forms, etc. to show evidence of coordinated transportation services.</p>

Item	Description	Evidence
17.2 cont.	<p><i>the school last attended to obtain education records, and the sending school will immediately transfer those records. ESEA Section 1111(g)(1)(E)(iii) RCW 28A.225.330(7)</i></p> <p><i>The LEA shares relevant educational records with local child welfare agency as required by state and federal law. RCW 28A.150.510 & ESEA Section 1111(g)(1)(E)(iii)</i></p> <p><i>The LEA collaborates with the State or local child welfare agency to develop and implement clear, written procedures governing how transportation will be provided, arranged, and funded for the duration of the child's time in foster care.</i></p> <p><i>The LEA collaborates with the State or local child welfare agency to develop and implement clear, written procedures governing how transportation will be provided, arranged, and funded for the duration of the child's time in foster care.</i></p> <p>Risk Level: 2</p>	<p>E. Copies of any board adopted policies addressing the enrollment and transportation needs of children in foster care, including dates of adoption.</p>
17.3	<p>Foster Care Student Progress and Support</p> <p><i>Students who are subject to a dependency proceeding should have their unexpected or excessive absences regularly reviewed by a school district representative (such as the Foster Care Liaison) or school employee (such as the Building Point of Contact), the students' caseworkers, educational liaisons, attorneys if appointed, parents or legal guardians, and foster parents or the persons providing placement for the students. A school district representative or a school employee must proactively support the students' school work so the student does not fall behind and to avoid suspension or expulsion based on truancy. RCW 28A.225.023; ESEA Section 1111(g)(1)(E).</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. Emails, meeting agendas, or other evidence may be used to demonstrate the supports in place when attendance becomes a concern or barrier to educational stability.</p>

Item	Description	Evidence
17.4	<p>Dispute Resolution</p> <p><i>In a case where a dispute occurs regarding the determination of best interest or the provision of other educationally related services for a child or youth in foster care, the LEA follows Washington State's foster care dispute process.</i></p> <p><i>ESEA Section 1111(g)(1)(E)</i></p> <p><i>The LEA ensures that students remain in their school of origin while disputes are being resolved.</i></p> <p><i>ESEA Section 1111(g)(1)(E)(i), ESEA Section 1112(c)(5)(B)(i) & RCW 28A.225.350((3)</i></p> <p><i>The most current OSPI Foster Care Dispute Resolution Process can be found here:</i></p> <p>https://ospi.k12.wa.us/sites/default/files/2023-08/foster_care_dispute_resolution_process_wa.pdf</p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. Submit a statement signed by the LEA Foster Care Liaison ensuring that the LEA Foster Care Liaison "has read and will follow the OSPI Foster Care Dispute Resolution Process." The most current OSPI Foster Care Dispute Resolution Process can be found here: https://ospi.k12.wa.us/student-success/access-opportunity-education/foster-care/foster-care-resources-and-training, dated 2021.</p>

TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Item	Description	Evidence
18.1	<p>Comprehensive Needs Assessment</p> <p><i>LEAs receiving an allocation of more than \$30,000 shall conduct a comprehensive needs assessment in order to examine needs for improvement of:</i></p> <ul style="list-style-type: none"> <i>Access to, and opportunities for, a well-rounded education for all students.</i> <i>School conditions for student learning in order to create a healthy and safe school environment.</i> <i>Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.</i> <p><i>ESEA Section 4106</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Provide evidence of a comprehensive needs assessment conducted as part of the program planning process for the year under review.</p> <p>Please note: <i>If your LEA received more than \$30,000, Item 18.1 is required regardless of whether funds were transferred to another Title program.</i></p> <p><i>For assistance with the comprehensive needs assessment, please visit:</i> https://www.k12.wa.us/sites/default/files/public/studentssupport/titleiva/TitleIVProgramPlanningGuide.pdf</p>
18.2	<p>Distribution of Funds</p> <p><i>LEAs are required to prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria—</i></p> <ul style="list-style-type: none"> <i>Are among the schools with the greatest needs;</i> <i>Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);</i> 	<p>LEA Level</p> <p>A. Indicate which criteria, from the list of options, the LEA used to prioritize the distribution of funds to schools.</p> <p><i>You may also indicate that funds were spent in support of all schools or specific grades based on the needs identified.</i></p>

Item	Description	Evidence
18.2 Cont	<ul style="list-style-type: none"> • Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools); • Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or • Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. <p>ESEA Section 4106</p> <p>Risk Level: 1</p>	
18.3	<p>Expenditures ESEA Section 4106 For an LEA that receives \$30,000 or more, use—</p> <ul style="list-style-type: none"> • Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities; • Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and • A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology. • Not more than 15 percent of funds designated for supporting the effective use of technology to purchase technology infrastructure. <p>Risk Level: 1 See above</p>	<p>LEA Level For an LEA that received \$30,000 or more during the prior school year, please provide a detailed prior year expenditure report (or “off the books” tracking, if applicable), which demonstrates that the LEA spent according to requirements.</p> <p>Expenditure reports must:</p> <ul style="list-style-type: none"> • Include all expenditures under each of the required categories for the prior fiscal year. • Be separated by fiscal year allocation – ie, do not combine one fiscal year’s allocation with carryover from another fiscal year. • Be separated by program area with totals for each program area requirement. <p>Requirements</p> <p>A. Not less than 20% of funds were used to support well- rounded educational opportunities (Section 4107);</p> <p>B. Not less than 20% of funds were used to support activities for safe and healthy students (Section 4108); and</p> <p>C. A portion of funds were used to support effective use of technology (Section 4109(a)).</p>

Item	Description	Evidence
18.3 Cont		<p>D. Not more than 15% of funds designated for supporting effective use of technology (as mentioned in 18.3 C) was used to purchase technology infrastructure, including devices, equipment, software, and digital content.</p> <p>E. If the LEA did not meet the minimum program area requirements (as described above) during the prior year, provide documentation which demonstrates the LEA carried forward the unspent balance and applied them to activities in the current year in a way that ensures the requirements will be met by the time the funds are fully expended</p> <p><i>Note: The LEA should provide clear documentation demonstrating that required categories were established and expenditures align with the approved application</i></p>
18.4	<p>Program Activities</p> <p><i>LEA shall use funds to develop and implement programs that:</i></p> <ul style="list-style-type: none"> • <i>Support access to a well- rounded education;</i> • <i>Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and/or</i> • <i>Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students.</i> <p><i>ESEA Sections 4107, 4108, 4109</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Briefly describe your LEA's progress in implementing the activities outlined in your approved application for the current school year, including pending or scheduled activities.</p> <p>B. Please indicate whether the LEA is on track to meet the measurable objective / outcome described in the approved program plan.</p>

TRIBAL CONSULTATION

This checklist is applicable only to LEAs with an American Indian/Alaska Native student enrollment of 50 percent or more of the total district enrollment; or those having received a Title VI, Part A, subpart 1 grant in the previous year exceeding \$40,000.

Item	Description	Evidence
19.1	<p>Consultation</p> <p><i>The LEA has complied with the requirements for timely and meaningful consultation on issues affecting American Indian and Alaska Native students, and to consult with appropriate officials from Indian tribes or tribal organizations prior to the LEA's submission of a required plan or application of any of the following:</i></p> <ul style="list-style-type: none"> • Title I, Part A • Title I, Part C • Title I, Part D • Title II, Part A • Title III • Title IV, Part A • Title IV, Part B • Title V, Part B, subpart 2 • Title VI, Part A, subpart 1 <p>Sec 8538</p> <p><i>Beginning September 1, 2024, school board members, superintendents, and any other staff at school districts that are required to perform tribal consultation under Title VI of the federal Every Student Succeeds act (P.L. 114-95, 20 U.S.C. Sec. 1001 et seq., 35 20 U.S.C. 6301 et seq.) must take and certify completion of the tribal consultation training offered by the OSPI Office of Native Education. (Substitute Senate Bill 5252; 2022)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. A brief description of the LEA's process to ensure that consultation provided opportunity for appropriate officials from tribes or tribal organizations to meaningfully and substantively contribute to plans affecting those student populations.</p> <p>B. Evidence of consultation activities. Evidence may include meeting agendas, emails, materials reviewed during consultation, sign-in sheets for in-person meetings.</p> <p>C. Provide a list of:</p> <ul style="list-style-type: none"> • Requests or recommendations from the consulted tribe(s) or tribal organizations. • Implemented changes based on requests or recommendations. <p>D. Evidence of the LEA's completed Affirmation of Consultation with Tribal Representatives form. <i>No initial response for 19.1.D. is required. OSPI staff will use evidence from the 2022–23 iGrants General Assurances.</i></p> <p>E. Evidence that school board members, superintendent, and any other staff at the school district required to perform tribal consultation under Section 8538 of the Every Student Succeeds Act have completed tribal consultation training offered by the OSPI Office of Native Education (beginning September 1, 2024).</p>

Item	Description	Evidence
19.2	<p>Since Time Immemorial</p> <p><i>The LEA incorporates curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes.</i></p> <p><i>The LEA shall collaborate with any federally recognized Indian tribe(s) within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges.</i></p> <p><i>This effort is to be undertaken with any curriculum review or adoption activities for social studies or history conducted by the LEA after July 24, 2015.</i></p> <p><i>RCW 28.A.320.170</i></p> <p>Risk Score: 1</p>	<p>LEA Level</p> <ul style="list-style-type: none"> A. Provide the LEA's curriculum adoption schedule for social studies and history. B. Provide documentation demonstrating incorporation of STI in most recent review or adoption of curriculum in social studies and history. C. Demonstrate collaboration with local Indian tribes (as applicable). Evidence may include meeting agendas, emails, materials reviewed during consultation, sign-in sheets for in-person meetings. D. Demonstrate implementation of Since Time Immemorial and/or tribally developed sovereignty curriculum. Evidence may include lesson plans, principal observations, student work, LEA policy for adoption, professional development facilitated by tribal members. E. N/A – LEA has conducted no review or adoption of social studies or history curriculum after July 24, 2015. <i>Please Add Comment to this item stating grounds for N/A.</i>

APPENDIX A: PROGRAM CHECKLIST ITEM RUBRIC

This rubric was used to determine a risk level for each item on every program checklist.

Risk Level	1	2	3	4
Determinations	Low risk: (<i>one</i> of the following applies) <ul style="list-style-type: none"> • Has a direct impact on student educational outcomes. • Directly impacts equity, or educational opportunities. • Potential for Civil Rights legal action. • Can result in audit recovery of federal funds. 	Moderate risk: (<i>two</i> of the following apply) <ul style="list-style-type: none"> • Has a direct impact on student educational outcomes. • Directly impacts equity, or educational opportunities. • Potential for Civil Rights legal action. • Can result in audit recovery of federal funds. 	High risk: (<i>three</i> of the following apply) <ul style="list-style-type: none"> • Has a direct impact on student educational outcomes. • Directly impacts equity, or educational opportunities. • Potential for Civil Rights legal action. • Can result in audit recovery of federal funds. 	Highest risk: (<i>four</i> of the following apply) <ul style="list-style-type: none"> • Has a direct impact on student educational outcomes. • Directly impacts equity, or educational opportunities. • Potential for Civil Rights legal action. • Can result in audit recovery of federal funds.

APPENDIX B: DETERMINATIONS DEFINED

- **Exemplar** – The LEA has exceeded the minimum requirements and is implementing according to best practices. This LEA's implementation is an example for other LEAs.
- **Fully Implemented** – The LEA has demonstrated implementation of all requirements for this item.
- **Partially Implemented** – The LEA has demonstrated implementation of one or more of the sub-items (Evidence) or a portion of the item but has not implemented all the requirements for this item.
- **Not Implemented** – The LEA was unable to demonstrate implementation of the item or sub-items.
- **Evidence Needed** – There is not sufficient evidence to determine if the requirements are implemented. Additional evidence is needed to determine implementation status. Final determination status will be adjusted when the review closes to indicate implementation level.
- **N/A** – The item does not apply to the LEA, or the item is not being reviewed.