

Program Review & Support (PRS)



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

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

Ensuring educational equity:

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

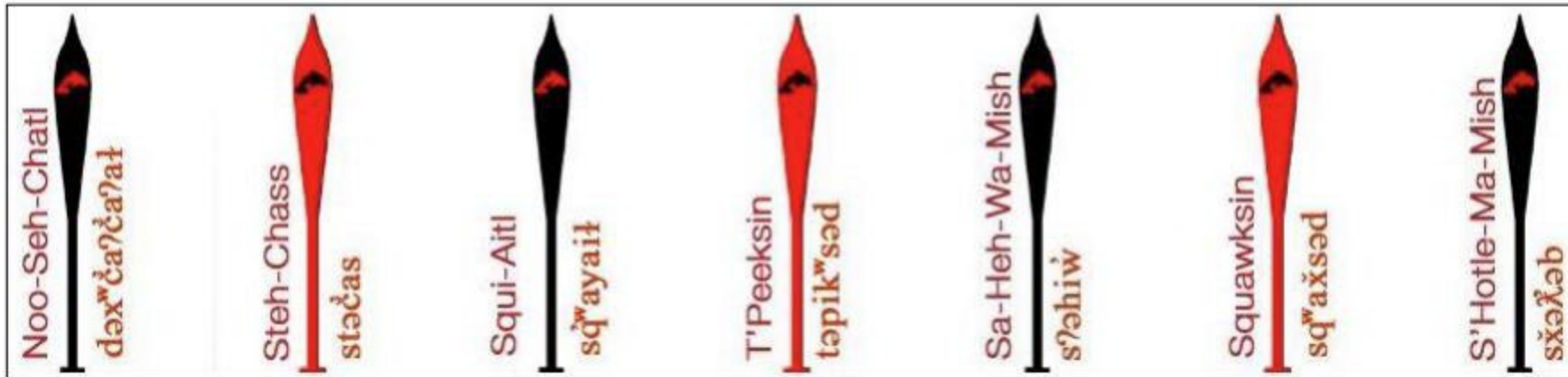


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We are on Indigenous Land

"I would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe."

Please use the chat function to share where you are joining from today.

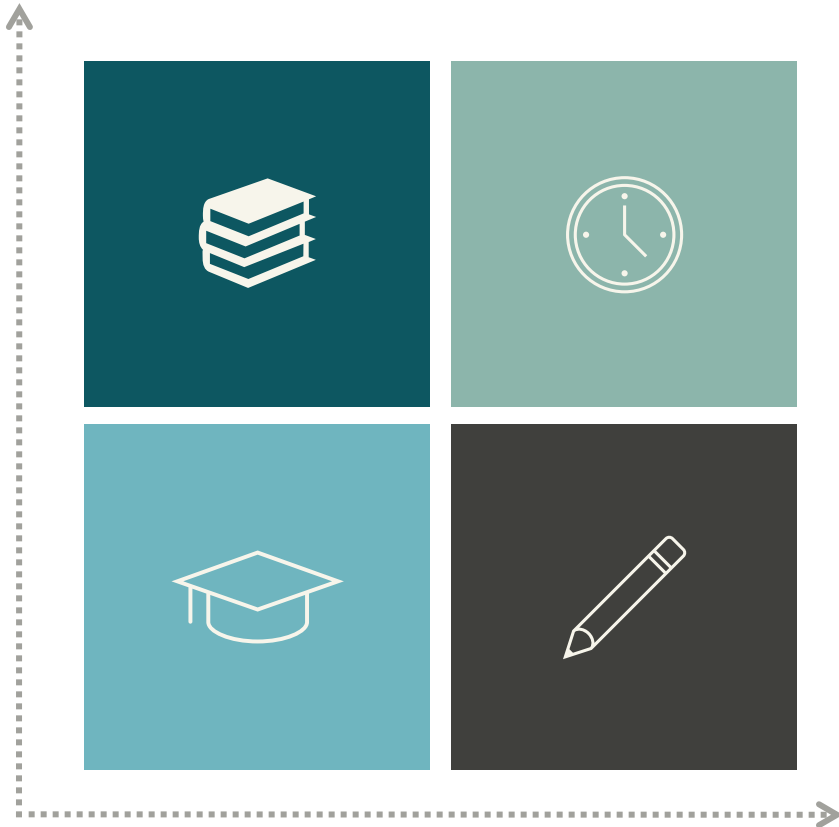


"One of our greatest natural resources is our elders. They are our history. Another valued resource is the children. They are our future. It is the privilege and the responsibility of the young adults to see to it that the elders and the children are honored and nurtured. We believe that the Great Spirit is with us in everything we do, and to maintain our relationship to Mother Earth and to achieve physical, mental and spiritual health, we will always need to remember who we are and why we are here."

Excerpt from Squaxin Island Tribe Policies and Procedures



Agenda



- **Welcome, Introduction and Land Acknowledgement**
- **Program Review and Support**
- **Program Review**
- **Timeline & Timeline Cycle**
- **Checklist and Determinations**
- **Title III/TBIP**
- **Fiscal**
- **Education Grant Management System (EGMS)**
- **Program Review and Support Resources**
- **Q & A**



OSPI Presenter Contacts

- Amy Harris, Director of Federal Fiscal Policy and Grants Management
- Debbie Crawford, Lead Federal Compliance Specialist
- Ellen Hopkins, Title I, Part A, Program Supervisor
- Deifi Stolz, Methods of Administration Program Supervisor
- Heather, Carson, Title II, Part A
- Shannon Martin, Title III/TBIP Program Supervisor
- Sylvia Reyna, Director of Migrant Education
- Tony May, Rural Education Program Supervisor
- Dr. Yesenia Rodriguez, Federal Program Assistant Director

Program Review & Support (PRS)



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2024-25 Program Review Team Leads & Support



Ellen Hopkins
Title I, Part A



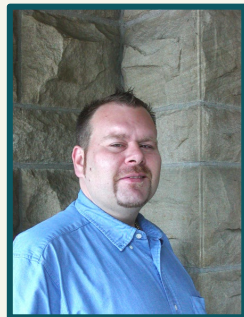
Sylvia Reyna
Title I, Part C



Heather Carson
Title II, Part A



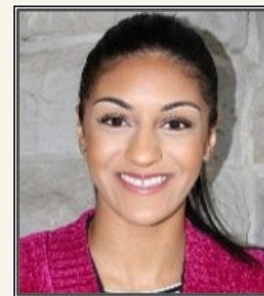
Shannon Martin
Title III | TBIP



Tony May
Title V, Part B



Deifi Stolz
MOA, Secondary
Education and Pathway
Preparation



T'Kia Morgan
Administrative
Assistant 3



Dr. Yesenia Rodriguez
Assistant Director
Federal Programs



Program Review & Support (PRS)

A complete oversight process that allows OSPI programs to differentiate oversight based on the needs of the LEA.

Includes a Continuum of oversight: *Acknowledges that all interactions are part of the oversight (e.g., application, guidance, Reviews, etc.).*

Focuses on impacts on students

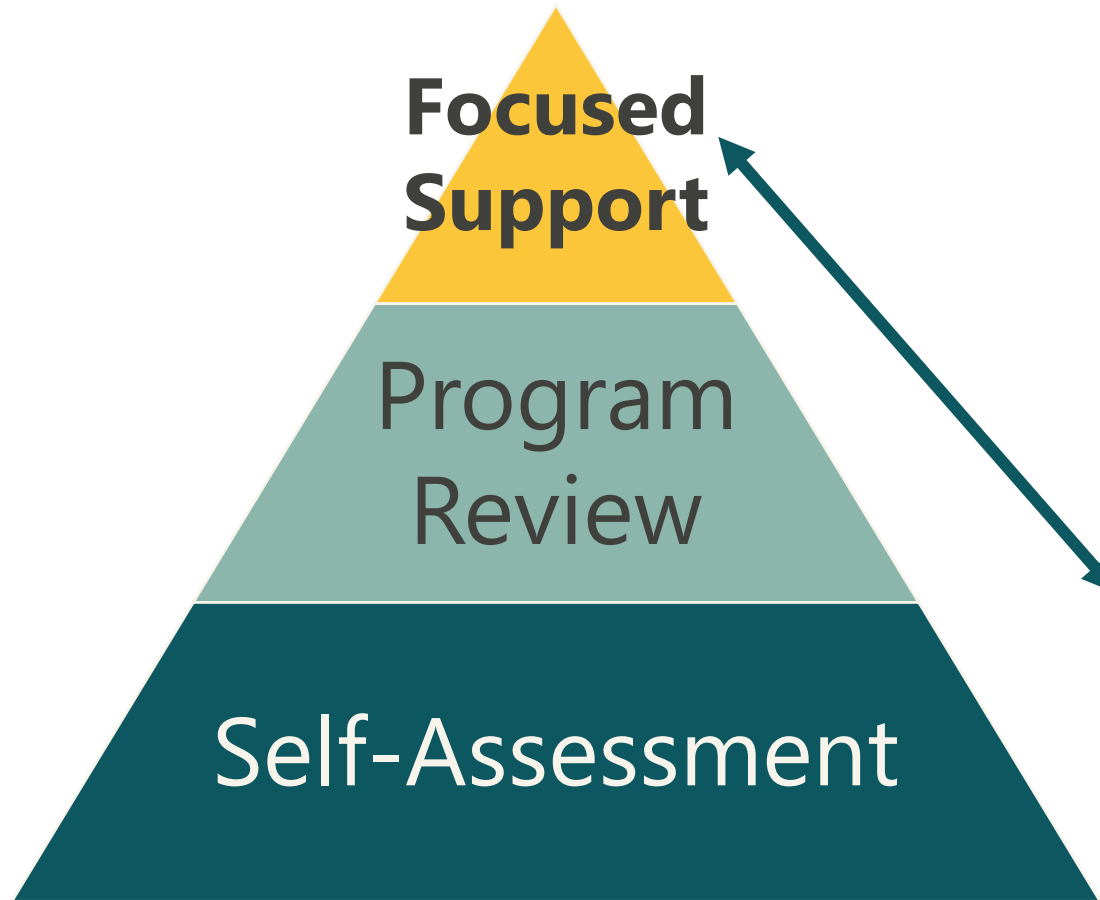
Partnership perspective: *Not a "gotcha" but a "How can we support you?"*



Continuum of Oversight



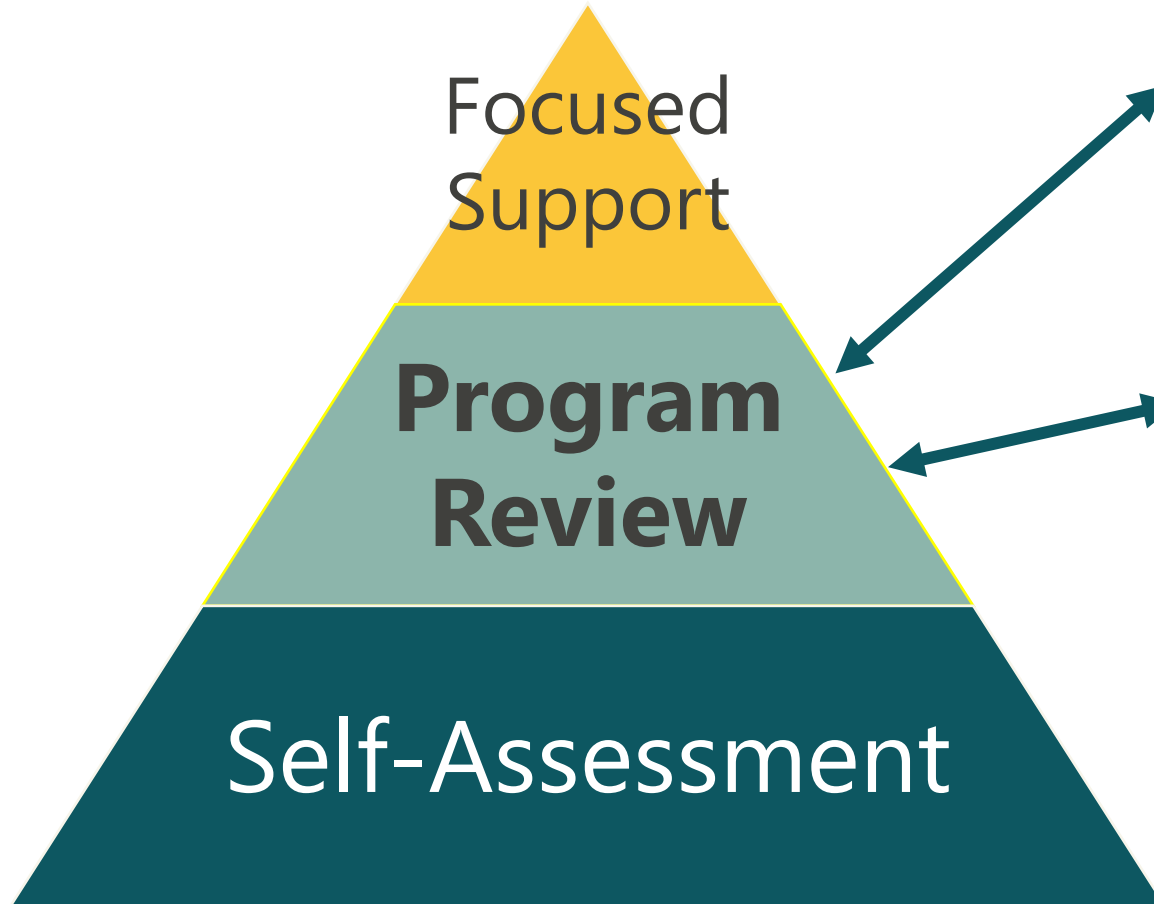
Tiers of Review & Support: **Focused Support**



- **Self-Assessment**
 - A universal review of self-reported items
- **Program Review**
 - ***No more than 45*** LEAs selected based on the annual Program Support Assessment
- **Focused Support**
 - Programs may need to provide additional supports to a particular LEA. Virtual or On-site



Program Review & Support: **Program Review**



Full Review

- **LEAs with 1000+ total student enrollment**
 - 20 LEAs with the highest risk score

Limited Review

- **LEAs with 1-999 total student enrollment**
 - 25 LEAs with the highest risk score
 - Review no more than 3 programs (and possible reduced checklists)

Total 45 LEAs selected



Program Review & Support: **Self-Assessment**



Self-Assessment

- An annual, universal self-report via Smartsheet (optional for the following year 2025-26)
- Items removed from the Program Review checklist and added onto this Self-Assessment.
- OSPI uses this information to update & revise guidance and supports to LEAs in general.



Self-Assessment Year 2 Pilot



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Program Review & Support (PRS) - Self Assessment

This survey is optional for participating LEAs. Beginning SY 2024-25 the Self Assessment will be required for all LEAs and will include more programs. A link to a PDF version of the Self Assessment can be found on the [Program Review](#) website.

LEA Name *

Select or enter value

Title I, Part A

Improving the Academic Achievement of the Disadvantaged

Check the box below if this section applies:

Our LEA participates in Title I, Part A

Equitable Services to Private Schools

Self-Assessment

- 14 LEAs & 1 Tribal Compact School were selected to pilot



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Program Review

- 1: Title I, Part A
- 3: Title I, Part C
- 4: Title I, Part D
- 6: Title II, Part A
- 7: Title III, TBIP
- 9: Title V, Part B
- 10: Homeless Education
- 12: Career and Technical Education
- 13: Private Schools
- 15: Fiscal
- 17: Foster Care
- 18: Title IV, Part A
- 19: Tribal Consultation
- RAR: School Improvement (OSSI)

Note: Programs numbers and letters are indicated that correspond with their respective program checklist items.



POLICY & FUNDING

[OSPI Reports to the Legislature](#)

[School Buildings & Facilities ▶](#)

[Special Education ▶](#)

[School Apportionment ▶](#)

[Legislative Priorities ▶](#)

[OSPI Rulemaking Activity ▶](#)

Grants Management ▼

[EGMS Resources & Guides](#)

[OER Project Grants](#)

[21st Century Learning ▶](#)

[Balanced Calendar](#)

[Beginning Educator Support Team Grants](#)

[Closing Educational Achievement Gaps \(Title I, Part A\) ▶](#)

Program Review & Support ▼

[Fiscal Guidance](#)

[Digital Equity and Inclusion Grant](#)

[Every Student Succeeds Act ▶](#)

Program Review & Support (Formerly CPR)

OSPI is continuing the Consolidated Program Review (CPR) transition to a new process. This new process continues the oversight of federal and state programs. Beginning with the 2023–24 school year, CPR is now named Program Review & Support (PRS). The name change reflects the partnership with OSPI and Local Education Agencies (LEAs) that focuses on student outcomes.

Over the past several years, OSPI has worked to align this process with [OSPI's Strategic Goals](#). OSPI has worked with local, state, and national organizations to develop the process. By the 2025–26 school year, the new process will be fully implemented. During this transition period, OSPI's goals are to:

- Reduce the burden on LEAs.
- Strengthen partnerships between OSPI and LEAs.
- Improve student learning and increase equitable access.

A Continuum of Oversight

Program Review & Support (PRS) is an iterative process which includes all interactions OSPI has with LEAs. The continuum of oversight includes interactions such as:

- The application process.
- Technical assistance calls.
- Guidance documents, program training, and reporting.
- Program reviews.

OSPI Program staff will tailor oversight to align with the needs of the LEA. Each year, some LEAs will take part in a Limited Program Review. Other LEAs will take part in a Full Program Review. Some LEAs will not participate in the Program Review for several years. For other LEAs, OSPI program staff may provide on-site Focused Support.

Resources

- [2024–25 LEAs Selected for Program Review \(PDF\)](#)
- [2024–25 Combined Checklist \(PDF\)](#)
- [Action Plan Template \(DOCX\)](#)
- [TBIP and Title III Guidance for Program Review \(PDF\)](#)
- [Program Monitor \(EDS\)](#)
- [2023-24 Self-Assessment \(PDF\)](#)

Training Materials

- [PRS Civil Rights Power Point \(PDF\) | Recording \[↗\]\(#\)](#)
- [EGMS Program Review Instructions Pt. 1 \(PDF\)](#)
- [EGMS Program Review Instructions Pt. 2 \(PDF\)](#)
- [EGMS Program Review Instructions Pt. 3 \(PDF\)](#)
- [2023–24 LEA Program Review & Support Training \(PDF\)](#)
- [Recording of 2023–24 LEA Program Review & Support Training \[↗\]\(#\)](#)





Timeline

Annual Review Cycle Timeline

**Data Collected,
Program Support,
Self-Assessment, LEAs
Identified & Notified**

**LEA Training & Access
to Reviews in EGMS**
Ongoing training
throughout the cycle

**Preliminary Report
Meetings**
Mid-point of the
Review cycle

May – June

Mar. – Aug.

July – Oct.

Nov. – Jan.

Jan. – Mar.

Mar. – May

**Program Checklists
Updated & Entered
into EGMS**

**Introductory
Meetings**
Official beginning of
the Reviews

Exit Meetings
All Reviews end
by May 31st

LEA Review Timeline Example

Introductory Meeting

1/6/25 @ 9:00am

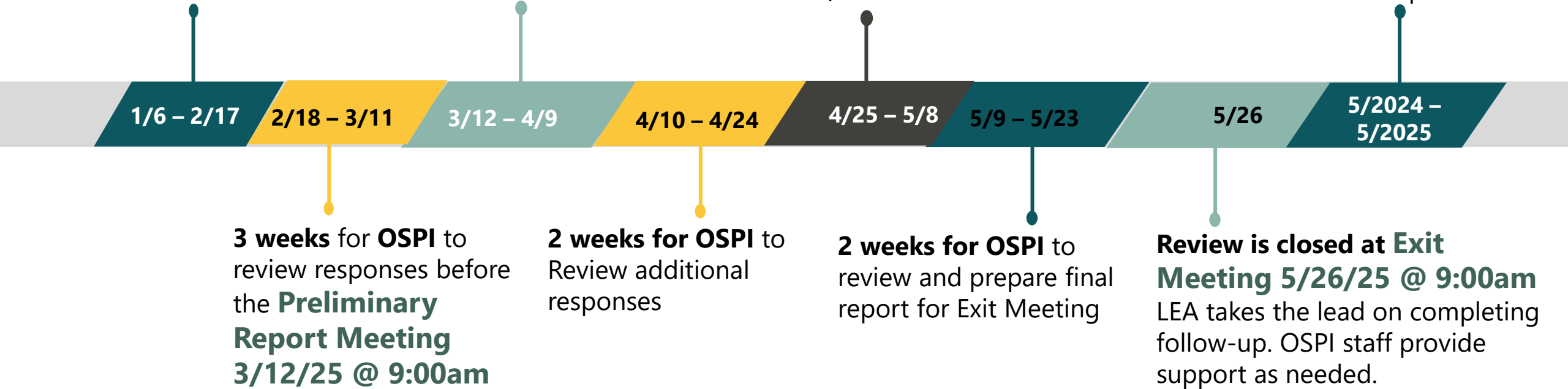
- 6 weeks for LEAs to address Checklist Items

4 weeks for LEA to address the remaining items.

2 weeks for LEA To submit *final* responses

Follow-Up

LEA may follow-up on any items not fully implemented. LEAs use EGMS follow-up section.



LEA Review Timeline Example (Estimated Dates)

Introductory Meeting: 1/6/2025 at 9:00 am

- **6 weeks for LEA Upload:** 1/6/2025 to 2/17/2025
- 3 weeks for OSPI Review: 2/18/2025 to 3/11/2025
- OSPI Initial Determinations Due 2 days prior @ 2:00pm

Preliminary Report Meeting: 3/12/2025 at 9:00 am

- **4 weeks for LEA Upload:** 3/12/2025 to 4/9/2025
- 2 weeks for OSPI Review: 4/10/2025 to 4/24/2025
- **2 weeks for LEA Upload:** 4/25/2025 to 5/8/2025
- 2 weeks for OSPI Review/Prepare Final Report: 5/9/2025 to 5/23/2025
- OSPI Final Determinations Due 2 days prior @ 2:00pm

Exit Meeting & Close of Review: 5/26/2025 at 9:00 am



Program Review & Support Meetings

There will be three key meetings intended to discuss PRS processes, determinations, and to address questions and/or concerns.

- Introductory Meeting
- Preliminary Report Meeting
- Exit Meeting (optional)



Closing the Reviews

- All Reviews will close on the date of the scheduled (optional) Exit Meeting.
- Reviews will close even if all items have not been determined to be exemplar or fully implemented.
- Any items with a final determination other than “Exemplar” and “Fully Implemented” will receive a Risk Score.
- Risk Scores are one criteria used to select LEAs for future participation in Program Review & Support.

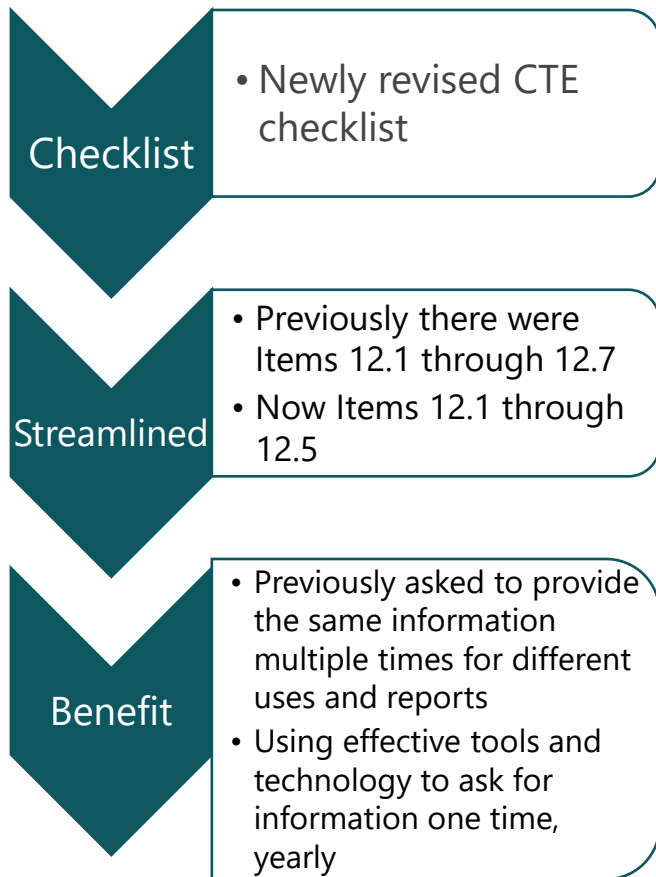
Program Review Follow Up

- LEAs with outstanding items at the Exit Meeting, will have the opportunity to move those items into Full Implementation status through a follow up process.
- LEAs will be able to lower their Risk Score through the follow-up process.
- Program Review follow up will occur in EGMS.
- More information regarding the follow up process will be provided by the OSPI Team Lead at the Exit Meeting.



Checklists & Determinations

Career & Technical Education (CTE)



Item	Description	Evidence	Actions Required
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><input type="checkbox"/> 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>	



Program Checklist Item Rubric

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

	1	2	3	4
Risk Level Determinations	<p>Low risk: (<i>one</i> of the following applies)</p> <ul style="list-style-type: none"> • has 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 	<p>Moderate risk: (<i>two</i> of the following apply)</p> <ul style="list-style-type: none"> • has 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 	<p>High risk: (<i>three</i> of the following apply)</p> <ul style="list-style-type: none"> • has 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 	<p>Highest risk: (<i>four</i> of the following apply)</p> <ul style="list-style-type: none"> • has 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



Determinations

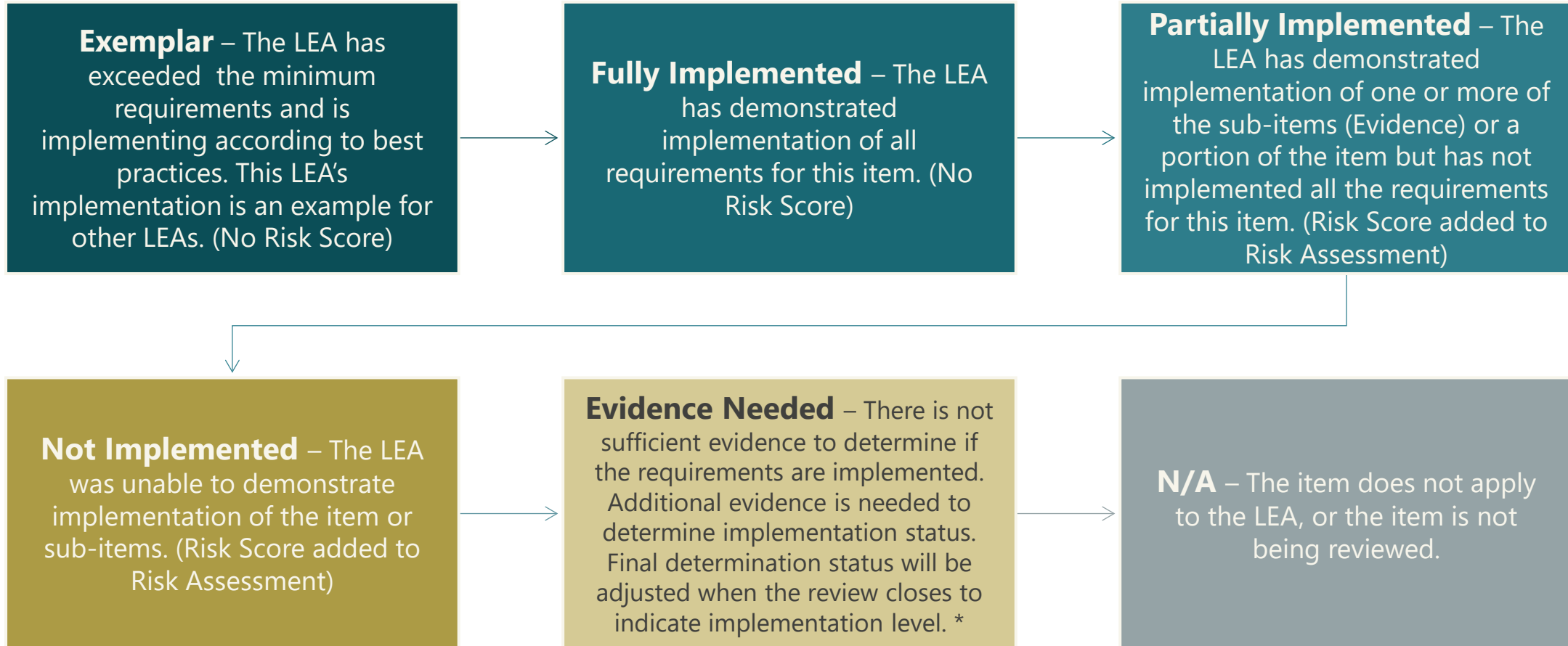
Risk Scores are tied to Determinations.

Action Plan is needed for every item in ***Partially Implemented*** or ***Not Implemented*** status at the Exit Meeting and/or Exit Report.

Exemplar	No Risk Score
Fully Implemented	No Risk Score
Partially Implemented	Risk Score
Not Implemented	Risk Score
Evidence Needed	Risk Score
N/A	No Risk Score



Determinations Defined



LEAs Selected for Program Review 2024-25

LEAs Receiving Full Reviews

1. Bainbridge Island School District
2. Camas School District
3. Cascade School District
4. Castle Rock School District
5. Dieringer School District
6. Elma School District
7. Hockinson School District
8. Kalama School District
9. La Center School District
10. Mercer Island School District
11. Montesano School District
12. Ocean Beach School District
13. Olympia School District
14. Rochester School District
15. Selah School District
16. Tenino School District

17. Tumwater School District
18. Washougal School District
19. West Valley School District (Yakima)
20. Zillah School District

Small LEA Reviews (Limited Reviews)

21. Washtucna School District
22. Manson School District
23. ~~Waterville School District~~
24. Coulee-Hartline School District
25. Bickleton School District
26. Carbonado School District
27. Green Mountain School District
28. Klickitat School District
29. Mossyrock School District
30. Pateros School District
31. Pe Ell School District

32. Skamania School District
33. Southside School District
34. ~~Stehekin School District~~
35. White Pass School District
36. Willapa School District
37. Wishkah Valley School District

ESDs

38. ESD 112 acting as a school district (Title I, Part D only)
39. ESD 113 acting as a school district (Title I, Part D only)

Charter Schools

40. Impact | Black River Elementary
41. Impact | Commencement Bay Elementary
42. Pinnacles Prep Charter School
43. Rooted Charter School
44. Whatcom Intergenerational High School
45. Why Not You Academy



Title III/TBIP

Program Review 2024–25
Program 7



Section 7: TBIP & Title III

- **Major Topics:** TBIP, Title III English Learner and AI/AN, Use of Funds, Identification, Services, Professional Development and Staffing.
- **Updated:** Checklist has been updated to align with our new Policies and Practices Guide.
- **Key Focus:** Meeting Civil Rights requirements by providing effective services for multilingual English learners
- **Goal:** To support LEA program development and continuous improvement



Useful Resources



Multilingual Learner Program Planning Template ([Transitional Bilingual Guidance Page/ Resources & Toolkits](#))



[Meeting the Civil Rights Requirements for Multilingual Learners](#)



WA State Policies and Practices Guide



Questions?



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Fiscal

Program Review & Support 2024-25 *Section 15*

- Amy Harris, Director of Federal Fiscal Policy and Grants Management, OSPI
- Jamey Schoeneberg, Assistant Director of Federal Fiscal Policy and Audit Resolution, OSPI
- Debbie Crawford, Lead Federal Compliance Specialist, OSPI



Fiscal Program Review Checklist-Helpful Hints

*FISCAL REVIEW OF PRIOR YEAR 2023-24 EXPENDITURES, TRANSACTIONS, AND POLICIES/PROCEDURES/PROCESSES.

Item 15.1-Grant Claims and Expenditures:

In addition to the items on the fiscal checklist, be sure to:

- Provide expenditure summary and detail reports (excluding benefits) for **all** federal grants included in the PR&S review that you made claims on for the school year under review (**no state grants**).
 - This includes **Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title V, Part B, Perkins, School Improvement, ESSER III (iGrants Form Package 153 and 159), Title IX McKinney-Vento.**
 - Even if you are having a limited review with selected programs, include **all** programs when submitting expenditure reports for fiscal.
- Provide an explanation and/or support of any differences between the grant claims and expenditure reports.

In this section, the reviewers look to make sure:

- The LEA has adequate **internal controls** to ensure grant claims are completed timely, reconcile to accounting records and were within the period of performance.
- Expenditure summary and detail reports agree to the Grants Detail (claims) reports.
 - Any variances are supported and reasonable.



Fiscal Program Review Checklist-Helpful Hints

Item 15.2-Accounts Payable Charges:

- In this section, the reviewers look to make sure:
 - The LEA has adequate **internal controls** to ensure federal expenditures are allowable, comply with procurement requirements, and vendors and subrecipients are not suspended or debarred.
 - Procurement policies have the **most current bid thresholds** when using federal funds and include language relating to conflict of interest and suspension and debarment.
 - Selected transactions are **allowable, approved and supported** by adequate documentation.



Fiscal Program Review Checklist-Helpful Hints

Item 15.2-Accounts Payable Charges:

In addition to the items on the fiscal checklist, reminder to:

- Provide the **procurement policy** for the school year under review. Include self-certification documentation if utilized.
- Provide all **relevant documentation** for the transactions selected for review:
 - General disbursements: purchase requisition, purchase order and invoice/detailed receipts
 - Disbursements requiring informal or formal bid procedures, such as :
 - Quotes received when informal bid procedures are used
 - Bid documentation when formal bid procedures are used
 - Final contract (fully executed = signed/dated)
 - Sole source justification
 - Family engagement activities: invitation (if applicable), agenda and sign-in sheet



Fiscal Program Review Checklist-Helpful Hints

Item 15.3-Payroll Charges:

- In this section, we review to make sure:
 - The LEA has adequate **internal controls** to ensure payroll costs are accurate, allowable and properly allocated.
 - The time and effort for the selected employees:
 - Was the correct type, based on the cost objective(s) they worked on
 - Included the employee(s) name, reporting period and the cost objective(s) for all activities worked on (federal and non-federal)
 - Was signed/dated timely by the employee and/or the supervisor, as applicable, after the work was performed
 - Payroll costs charged to the program(s) agreed to the time and effort documentation
 - If payroll costs are based on budget, did the LEA make adjustments quarterly or annually, as needed



Fiscal Program Review Checklist-Helpful Hints

Item 15.3-Payroll Charges:

In addition to the items on the fiscal checklist, be sure to:

- Provide a monthly payroll distribution report for each employee/month selected for review
- Let us know if your LEA uses a substitute time and effort system (sampling or fixed schedule) that was approved by OSPI
- Provide schoolwide plans if the employees selected for review work in a schoolwide building and are charged to revenue sources in a schoolwide plan (include the identified budgets in the plan)



Program Review Resources

- **OSPI Program Review webpage:**

<https://www.k12.wa.us/policy-funding/grants-grant-management/consolidated-program-review>

- **OSPI Fiscal Program Review webpage:** [Fiscal Guidance | OSPI \(www.k12.wa.us\)](#)

- **Fiscal Program Review Report Examples:**

- Expenditure Summary Report:

<https://www.k12.wa.us/sites/default/files/public/consolidatedreview/pubdocs/Instructions-Example%20for%20Expenditure%20Summary%20Report.pdf>

- Expenditure Detail Report:

<https://ospi.k12.wa.us/sites/default/files/2023-08/instructions-example-expenditure-detail-report.pdf>

- Payroll Distribution Report:

<https://www.k12.wa.us/sites/default/files/public/consolidatedreview/pubdocs/Instructions-Example%20for%20Payroll%20Distribution%20Report.pdf>

- For non-WSIPC LEAs, review examples and provide comparable data.



Contact Information

Program Review Fiscal Contacts:

- Amy Harris, Director of Federal Fiscal Policy and Grants Management
(360) 688-0485 amy.harris@k12.wa.us
- Jamey Schoeneberg, Assistant Director of Federal Fiscal Policy and Audit Resolution
jamey.schoeneberg@k12.wa.us
- Debbie Crawford, Lead Federal Compliance Specialist
360-789-6258 debbie.crawford@k12.wa.us



EGMS: Program Reviews



Your access to Program Reviews

The top screenshot shows the 'Education Grants Management System' dashboard. The 'Task Summary By Phase' table is as follows:

Phase	Count
Opportunities	0
Applications	10
Monitoring	2

The bottom screenshot shows the 'Pending Tasks (Assigned To Me)' table. The row for 'MON-00030' is highlighted in red:

EGMS ID	Type	Status	Subject	Created By	Due Date	Actions
AP-OSPI-1043	Application Revision R...	In Progress	Consolidated grant announcement (F...	PMInternal Ross	05/31/2022	▶
AP-OSPI-1091	Complete Application	Not Started	Title III Consortium for LEA Testing	Auburn Admin	08/31/2022	▶
MON-00030	Revise and Submit Pro...	Not Started	Federal Program Review & Support	Test1 OSPITestAccount01	05/17/2023	▶
MON-00048	Complete and Submit ...	Not Started	Program Review & Support	Test27 OSPITestAccount27	08/28/2023	▶
PR-OSPI-0999	Complete Pre-application	In Progress	FP 215 Perkins	Auburn Admin	08/31/2023	▶
PR-OSPI-1005	Complete Pre-application	Not Started	FP 215 Perkins (test #2)	Auburn Admin	08/31/2023	▶
AP-OSPI-2688	Complete Application	In Progress	Select REAP Eligible Consolidated Gr...	Auburn Admin	08/31/2023	▶
AP-OSPI-2801	Complete Application	In Progress	Consolidated Grant Application 2023J...	Auburn Admin	09/30/2023	▶

- ❑ The Subrecipient Organization (LEAs) can see an additional Monitoring task was assigned on the dashboard.
- ❑ In the Pending Tasks page, the Subrecipient can see the Monitoring Task on the “Assigned to Me” section.
- ❑ The Subrecipient can click on the green triangle (action button) to open the Review or access it through the Monitoring tab.

Overview Tab

The screenshot shows the 'Education Grants Management System' interface. The top navigation bar includes 'Opportunities', 'Applications', 'Grants', and 'Monitoring'. The main content area is titled 'Program Review & Support' and displays the following information:

- EGMS ID: MON-00048
- Status: Sent to Organization for Response
- Subrecipient Organization: Auburn School District

A progress bar shows the workflow stages: Created (checked), Sent to Organization for Response (checked), Submitted to Grantor, Report Sent to Organization, and Closed. Below the progress bar, the 'Overview' tab is selected and highlighted with a red box. The 'General Information' section contains the following details:

Review Type	OSPI Team Lead
Program & Fiscal	Test27 OSPI TestAccount27
Start Date	End Date
08/28/2023	11/17/2023

The 'Organization Team Lead' is identified as Auburn Admin, also highlighted with a red box. The 'Description' section provides context on the program's focus and lists the following programs under review:

- Title I, Part A
- Title I, Part C
- Title I, Part D
- Title II, Part A
- Title III, TBIP
- Title IV, Part A
- Title V, Part B – Rural Education
- Homeless Education

- When the Program Review is opened the first time, the Overview tab is displayed.
- This tab has general information about your Review.
- No actions needed on this tab.

Program Review Tab

Washington Office of Superintendent of PUBLIC INSTRUCTION Education Grants Management System Grants Portal

Opportunities Applications Grants Monitoring

Search

Program Review & Support

EGMS ID: MON-00048 Status: Sent to Organization for Response Subrecipient Organization: Auburn School District

Created Sent to Organization for Response Submitted to Grantor Report Sent to Organization Closed

Overview **Program Review** History Collab

Programs and Review Items

Program	Focus Area	OSPI Program Reviewers	Organization Program Reviewers	Technical Assistance Entered?	Items Addressed?	Actions
Program Review Test--Fiscal		Test19 OSPITestAccount19		No	×	
Consolidated Grant Program Review Test	Title II, Part A	Test10 OSPITestAccount10		No	×	
Consolidated Grant Program Review Test	Title I, Part A	Test27 OSPITestAccount27		No	×	
Consolidated Grant Program Review Test	Title IV, Part A	Test1 OSPITestAccount01		No	×	

Total Records: 4

Edit Submit to Grantor Notify Program Reviewers

- ❑ This tab includes all the Program Checklists and is where you will respond to the checklist items.
- ❑ Each row of the table pertains to a single Program. **Program** and **Focus Area** columns contain the name of the Program.
- ❑ Use the to expand each row to see the checklist items.

Program Review Tab

Washington Office of Superintendent of PUBLIC INSTRUCTION Education Grants Management System

Grants Portal

Opportunities Applications Grants Monitoring

Program Review Program Review & Support

EGMS ID MON-00048 Status Sent to Organization for Response Subrecipient Organization Auburn School District

Created Sent to Organization for Response Submitted to Grantor Report Sent to Organization Closed

Overview Program Review History Collab

Programs and Review Items

Showing 1 to 4 of 4 records

Program	Focus Area	OSPI Program Reviewers	Organization Program Reviewers	Technical Assistance Entered?	Items Addressed?	Actions
Program Review Test--Fiscal		Test19 OSPITestAccount19		No	×	
Consolidated Grant Program Review Test	Title II, Part A	Test10 OSPITestAccount10		No	×	
Consolidated Grant Program Review Test	Title I, Part A	Test27 OSPITestAccount27		No	×	
Consolidated Grant Program Review Test	Title IV, Part A	Test1 OSPITestAccount01		No	×	

Edit Submit to Grantor Notify Program Reviewers

- ❑ The **OSPI Program Reviewers** column contains the OSPI staff who will Review that Program.
- ❑ The **Organization Program Reviewers** are those the Organization Team Lead assigns to each Program. *Only the Team Lead can assign staff to the Programs.*

Responding to Checklist Items

Washington Office of Superintendent of PUBLIC INSTRUCTION | Education Grants Management System | Grants Portal

Monitoring | Overview | Program Review | History | Collab

Programs and Review Items

Showing 1 to 4 of 4 records

Program	Focus Area	OSPI Program Reviewers	Organization Program Reviewers	Technical Assistance Entered?	Items Addressed?	Actions
Program Review Test--Fiscal		Test19 OSPITestAccount19	Auburn Admin	No	✘	
Consolidated Grant Program Review Test	Title II, Part A	Test10 OSPITestAccount10	Auburn Admin	No	✘	
Consolidated Grant Program Review Test	Title I, Part A	Test27 OSPITestAccount27	Auburn Admin	No	✘	
Consolidated Grant Program Review Test	Title IV, Part A	Test1 OSPITestAccount01	Auburn Admin	No	✘	

Review Items

Showing 1 to 2 of 2 records

<input type="checkbox"/>	Item # ↑	Title	Description	Risk Score	Determination	Actions Required	Actions
<input type="checkbox"/>	18.1	Comprehensive Needs Assessment	LEAs receiving an allocation of more than \$30,000 • Access to, and opportunities for, a well-rounded education • School conditions for student learning in order to meet state and local educational goals • Access to personalized learning experiences				
<input type="checkbox"/>	18.2	Distribution of Funds	ESEA Section 4106 LEAs are required to prioritize the distribution of funds for the following: • Are among the schools with the greatest need • Have the highest percentages or numbers of students who are economically disadvantaged • Are identified for comprehensive support and targeted interventions • Are implementing targeted support and improvement plans				

Use the to expand each row to see the checklist (or Review) items. Click on the to read the **Description** if needed.

Responding to Checklist Items (cont.)

The screenshot displays the 'Education Grants Management System' interface. The top navigation bar includes 'Washington Office of Superintendent of PUBLIC INSTRUCTION', 'Education Grants Management System', and 'Grants Portal'. The main navigation menu on the left lists various sections: Search, Tasks, My Tasks, Activities, Monitoring Activities, Payments, Reporting, and Recently Viewed. The main content area shows a table of checklist items under the 'Monitoring' tab. The first item, 'Comprehensive Needs Assessment' (Item # 18.1), is highlighted with a red box around its expand/collapse icon. Below this item, the 'Evidence' section is expanded, showing a table with one record. The 'Evidence Description' column contains text about a comprehensive needs assessment and a link to a PDF guide. The 'Evidence Met?' column shows a red 'X' icon. Below the evidence section is the 'Notes and Attachments' section, which is currently empty.

Item #	Title	Description	Risk Score	Determination	Actions Required	Actions
18.1	Comprehensive Needs Assessment	LEAs receiving an allocation of more than \$30,000 • Access to, and opportunities for, a well-rounded education • School conditions for student learning in order to meet state and local needs • Access to personalized learning experiences ESEA Section 4106				

Item #	Evidence Description	Evidence Met?
A	Provide evidence of a comprehensive needs assessment conducted as part of the program planning process for the year un Please note: If your LEA received more than \$30,000, Item 18.1 is required regardless of whether funds were transferred to For assistance with the comprehensive needs assessment, please visit: https://www.k12.wa.us/sites/default/files/public/studentssupport/titleiva/TitleIVProgramPlanningGuide.pdf	

Type	Related Evidences	Description	File Name	Last Updated By	Last Updated On	Actions
No Records Found						

- ❑ Use the to expand the Review Items and see the **Evidence** sub-items. Hover over the **Evidence Description** to read more.
- ❑ Use the **Notes and Attachments** section to upload documents, descriptions, and notes.

Responding to Checklist Items (cont.)

The screenshot displays the 'Education Grants Management System' interface. The top navigation bar includes the Washington Office of Superintendent of PUBLIC INSTRUCTION logo, the system name, and a 'Grants Portal' dropdown. The main navigation menu on the left lists categories like Opportunities, Applications, Grants, and Monitoring, with sub-items such as Search, My Tasks, Activities, and Reporting. The central content area shows a table of checklist items, with one item 'A' visible. A modal window titled 'Add Note/Attachment' is open, featuring a search bar, a 'Save' button, and two sections: 'Overview' and 'Description'. The 'Overview' section contains fields for Program (Consolidated Grant Program Review Test), Focus Area (Title IV, Part A), and Review Item # (18.1). It also has a required dropdown for '*Type' (set to '--None--') and a required text field for '*Related Evidences'. The 'Description' section has a rich text editor with a toolbar and a character count of 0/4000. A red box highlights the 'Add' button in the background interface.

- ❑ Click on **Add** to add a response to the Checklist Item with a Note or an Attachment.
- ❑ Window will pop-up with the fields to complete.

Additional Information

- The EGMS Administrator in your LEA or organization can assist with assigning EGMS licenses. If the LEA or organization reaches their maximum license amount, the EGMS Administrator can reach out to EGMS.Support@k12.wa.us to request additional licenses.
- Once you gain access to the Program Review, if you have questions or concerns with EGMS Program Review, reach out to the OSPI Team Lead assigned to your Review.
- Additional Resources
 - [Part 1: EGMS Program Review Instructions](#)
 - [Part 2: Responding to the Preliminary Report in EGMS](#)
 - [Part 3: Closing the Program Review and Follow-up](#)





Program Review & Support Resources

Resources Program Website + Resources | Guides

The search box is your friend

Familiarize yourself with the content

Check out the resources

Add the websites to your "favorites"



Washington Office of Superintendent of
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Title I, Part A

- [Closing Educational Achievement Gaps \(Title I, Part A\) | OSPI \(www.k12.wa.us\)](#)

Title I 1003 (OSSI) School Improvement

- [System and School Improvement | OSPI \(www.k12.wa.us\)](#)

Title I, Part C

- [Migrant Education Program | OSPI \(www.k12.wa.us\)](#)

Title II, Part A

- [Improving Teacher and Principal Quality \(Title II, Part A\) | \(ospi.k12.wa.us\)](#)

Title III

- [Multilingual Education Program | OSPI \(www.k12.wa.us\)](#)

Title IV, Part A

- [Student Support and Academic Enrichment \(Title IV, Part A\) | OSPI \(www.k12.wa.us\)](#)

Homeless

- [Students Experiencing Homelessness | OSPI \(www.k12.wa.us\)](#)

Equitable Services

- [Private School Participation in Federal Programs | OSPI \(www.k12.wa.us\)](#)



Closing Remarks

General Information

For general information, visit our webpage:

<https://ospi.k12.wa.us/policy-funding/grants-grant-management/program-review-support-formerly-cpr>

EGMS Office Hours: Program Review Break-Out Room

- Every Tuesday, from 10:00 am to 11:00 am
<https://us02web.zoom.us/j/88033044818>
- Every Thursday, from 1:00 pm to 2:00 pm
<https://us02web.zoom.us/j/82230019925>

Small LEA Support Team (SLST) Office Hours:

- 2nd and 4th Wednesday of Every Month, from 11:00 am to 12:00 pm
<https://us02web.zoom.us/j/83008413729>

Contact Information:

Phone: 360-725-6100

Email: ProgramReview@k12.wa.us



Contact

Jason Miller, Executive Director

Elementary, Early Learning, Federal Programs Division (EELFP)

jason.miller@k12.wa.us

360-764-6079

Dr. Yesenia Rodriguez, Assistant Director

Federal Programs

yesenia.rodriguez@k12.wa.us

509-840-9119

Website Resource:

[Program Review & Support](#)



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