Program Review & Support

2024–25

Self-Assessment Checklist

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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TITLE I, PART A: *Self-Assessment*

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA1.1	**Supplement, Not Supplant Methodology** *The LEA must demonstrate that the methodology used to allocate state and local funds to each school ensures that schools receive all the state and local funds they would otherwise receive if it were not receiving Title IA funds.* **Resources:** • Title I, Part A Fiscal Requirements and Guidance	**LEA Level** ☐**A. Exempt:** The LEA is exempt because at least one of the following apply: • Only one school in the LEA. • All schools in the LEA are Title I schools. • Only one school per grade span in the LEA. **OR** ☐**B. Not Exempt:** The LEA follows a written methodology for the LEA's distribution of state and local funds to each school. The methodology does not consider which schools receive Title IA funds. See examples on pages 11 and 12 of SNS Final Guidance (PDF).	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**
SA1.2	**Annual LEA Report Card** *The LEA annually provides a report card to parents and community.* **Resources:** • Primary Family Notification Requirements for LEAs	**LEA Level** ☐**A. Report Card Information to Parents and the Community** An LEA's report card information is disseminated to families *and* the community in a variety of formats and languages represented by local student population. (e.g., newsletter, website, email).	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA1.3	**95 Percent Student Participation in Statewide Mathematics and Reading/Language Arts Assessments** *Under Washington's ESSA Consolidated Plan, schools that do not meet the 95% student participation rate (in "ALL" and each student group) for state math and ELA assessments must update their school improvement plan. Any school/district that does not meet the 95 percent participation rate may not receive state or national awards that are based on elements of the accountability plan. If a school does not meet the participation rate of 95 percent for three consecutive years, the school's accountability rating will be lowered by one step (1–10).*	**LEA Level** ☐**A. All** School(s) met the 95% student participation rate for state assessments. **OR** ☐**B. One or more** School(s) did not meet the 95% student participation rate for state assessments. For each school that did not meet this threshold, the School Improvement Plan (SIP) identifies goals and specific actions for any group of students (including "ALL" students and relevant subgroups) that are below the participation requirement, ensuring that at least 95% of students will participate in future assessments.	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**
SA1.4	**Citizen Complaint Procedures in regard to LEA implemented local Federal programs.** *Title I, Part A written complaint procedures for resolving issues of violation(s) of a federal statute or regulation that applies to Title I, Part A programs run by the LEA.* **Resources:** • Citizen Complaint Webpage	**LEA Level** ☐**A.** LEA has a process to ensure the federal program complaint procedures are distributed to parents of students in a Title I, Part A school.	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA1.4 cont.	• Primary Family Notification Requirements for LEAs	*See above*	*See above*	*See above*
SA1.5	**Notification to Parents** ***Parents May Request Teacher and Para Qualifications*** *The LEA notifies parents in all Title I, Part A served school that they may request information regarding the professional qualifications of the student's classroom teachers and paraeducators. [Section 1112 (e)(1)(A); 34 CFR 200.61(a)]* **Resources:** • Notification to Parents Templates • Primary Family Notification Requirements for LEAs	**LEA or Building Level** ☐ **A.** LEA notifies (e.g., handbook, newsletter, or letter) parents, typically at the beginning of school year, that they may request information regarding the professional qualifications of their student's teachers and paraeducators.	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

TITLE II, PART A: *Self-Assessment*

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA6.1	**Consultation** *The LEA must use meaningful consultation with required stakeholders to continuously improve and update Title II, Part A supported activities. Required stakeholders must include:* • *Parents/Families;* • *Teachers;* • *Principals and other school leaders (school employee responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building);* • *Paraeducators;* • *Specialized instructional support personnel including school counselors, social workers, and psychologists, and other personal such as school nurses, speech pathologists, and school librarians (required);* • *Community partners;* • *Charter School Leaders if the charter school is operating*	**LEA Level** ☐**A.** The LEA has documentation from the current school year showing that each of the required stakeholder roles (Parents/Families, Teachers, Principals and Other School Leaders, Paraeducators, Community Members, Charter School Leaders) provided feedback as part of the consultation process. **AND** ☐**B.** The LEA has dated consultation documentation (minutes, notes, survey results, etc.) from the current school year showing stakeholders considered (a) how to improve the LEA's Title IIA activities, and (b) coordination of the LEA's Title IIA activities with other strategies, programs, and activities being conducted in the community.	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA6.1 cont.	*within the LEA's geographical boundaries;* • *Organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IIA.* *Activities must be coordinated with other related strategies or programs in the LEA. Meaningful consultation must include:* • *Seeking the advice regarding how best to improve the LEA's activities to meet the purpose of Title II, Part A;* • *The coordination of the LEA's activities with other strategies and programs being conducted in the community using approved methods (e.g., Surveys; Panels; Interviews; Continuous Improvement Teams). Sec. 2103(b)(2)(D), Section 2102(b)(3)(A).*	*See above*	*See above*	*See above*

GUN FREE SCHOOLS ACT: *Self-Assessment*

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA8.1	**Signage** *Required gun-free, drug-free, and tobacco-free signage has been posted on school facilities. RCW 9.41.280, RCW 69.50.435, RCW 28A.210.310(2)* **Resources:** • School Safety Center Webpage	**LEA and Building Level** ☐**A.** Signage has been posted at the main entrances to buildings accessed by students, parents or the public.	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**
SA8.2	**Policy** *The LEA has a gun-free schools policy that includes one-year mandatory expulsion for firearms, mandatory notification of student violations to parents/guardians and law enforcement, and allows the expulsion to be modified by the chief school LEA officer or designee on a case-by-case basis. Sec 4141(b)(1) and Sec 4141(h)(1)*	**LEA and Building Level** ☐**A.** The LEA has a gun-free policy with required language (e.g. https://ospi.k12.wa.us/student-success/health-safety/school-safety-center) **AND** ☐**B.** That policy has been made available to pupils, parents, teachers.	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

CAREER & TECHNICAL EDUCATION: *Self-Assessment*

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA12.1	**Assurances and Plan Approval** *The LEA complies with the assurances for state and federal funds, state CTE RCWs, and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).*	**LEA Level** *For 12.1A, identify level of implementation only if the LEA applied and received Perkins funding in the last two years. If not, please mark "N/A."* ☐**A.** The LEA holds a physically signed and dated current-year Perkins Assurances grant application from the current year. **AND** ☐**B.** The LEA holds a copy of minutes from current year School Board meeting in which the CTE Four-Year Planning Requirement (formerly "District Wide Plan") was approved by the board.	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**
SA12.2	**State CTE Approval/Frameworks** *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*	**LEA Level** ☐**A.** Ensure that locally, all frameworks, for each program area offered within the LEA, are current and annually updated.	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA12.2 cont.	*programs to ensure a well-rounded education. (Perkins V – Sec. 133 (b)(4))* *The LEA supports integration of academic skills into CTE programs and programs of study. (Perkins V – Sec. 135 (b)(3))* *The LEA will provide access to at least one CTE equivalency course. (CTE High School Course equivalencies – RCW 28A.230.097)* *The LEA will meet 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.)*	***Note:** Approved, locally updated frameworks must include current Washington Academic Learning Standards, relevant Industry Standards, and Leadership Standards.*	*See above*	*See above*
SA12.3	**Community and Educational Partnerships and Program Evaluation** *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*	**LEA Level** ☐**A.** The LEA possesses a signed copy (CTE Director and Advisory Chair signatures required at minimum) of program evaluations for each CTE program offered in the LEA and proof completion was done in collaboration with the advisory board.	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA12.3 cont.	*organizations, parents 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))* *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).*	*See above*	*See above*	*See above*
SA12.4	**Special Populations** *The LEA will provide 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*	**LEA Level** ☐**A.** The Data: Reviewed class/course level CTE enrollment report for 2023–24 school year. Documentation of the review must identify gender, race, and special population status. This documentation must be	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA12.4 cont.	*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))* Special populations defined in Perkins V include: • Individuals with disabilities; • Individuals from economically disadvantaged families, including low-income youth; • 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. • (Perkins V – Sec. 3 (48))	disaggregated to include a narrative of what the data shows: • Identified GAPS (supports needed, low nontraditional high SPED) • How are they including DEI in recruitment and incorporating funds of knowledge? • Evaluation Statement: GAP analysis: compare to school total. **AND** ☐**B.** The LEA has on hand a narrative for each program area that includes how the LEA is addressing each gap or barriers including: • What role Support staff plays in identified gaps/barriers; • Photo Evidence: showing accommodations; • Strategies in priority order; • Where the LEA identifies they could support/improvement.	*See above*	*See above*

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA12.4 cont.	*The LEA will incorporate 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)).*	*See above*	*See above*	*See above*
SA12.5	**CTE Personnel** *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, including individuals from groups underrepresented in the teaching profession. (Perkins V – Sec. 135 (b)(2)(c))* *The LEA provides professional development programs to teachers, faculty, administrators, specialized instructional support personnel, career guidance and academic counselors or paraprofessionals who are involved in integrated CTE programs and supports education programs for teachers of CTE in public schools and other public*	**LEA Level** ☐**A**. The LEA ensures that professional development opportunities are offered for teachers, administrators, specialized instructional support personnel, career guidance and academic counselors or paraprofessionals. Documentation may include: • School calendar. • LEA correspondence describing PD opportunity. • Sign in sheets. **AND** ☐**B.** The LEA ensures all staff are involved in CTE programs for professional development (PD) opportunities (a list must include names of LEA staff, staff/ teacher assignment(s), date(s) of the PD, and conference/workshop titles)	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA12.5 cont.	*school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. (Perkins V – Sec. 135 (b)(2))* *CTE courses must be taught by properly CTE certified instructors. Conditionally certified teachers must complete a written training plan developed in coordination with the CTE administrator and the CTE advisory committee. (WAC 181-77-014)*	*See above*	*See above*	*See above*
SA12.6	**Leadership, Employability, and Extended Learning Opportunities** *The LEA provides students with the skills necessary to pursue careers in high-skill, high-wage, or in demand industry sectors or occupations; (Perkins V- Sec. 135 (3)) which will include work-based learning opportunities, including simulated work environments. (Perkins V – Sec. 135 (b)(5)(E))* *The LEA provides students with leadership skill development opportunities available at the local,*	**LEA and Building Level** ☐**A.** The LEA possesses annual documentation of compliance with worksite learning opportunities provided to students participating in CTE programs, and documentation that learning is extended into the community. Documentation may include: • Signed Training Agreement(s). • Signed Service-Learning Plan(s).	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
12.6 cont.	*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).* *Resources will be allocated for the teachers/advisors to manage and supervise leadership activities (CTE state program standards).*	• Work-site learning documented hours for placement/unpaid internship, placement/paid internship, ownership/entrepreneurship, health care clinical, etc. **AND** ☐**B.** The LEA possesses annual documentation of resources which are allocated for staff coordination in extended learning. Documentation may include: • Supplemental contract. • Local bargaining agreement language. • Proof of release period.	*See above*	*See above*
SA12.7	**Post-Secondary Opportunities and Programs of Study** *The LEA develops a minimum of one program of study, with curriculum aligned to the requirements for a program of study (Perkins V – Sec. 135 (b)(5)(A). The LEA will provide students participating in CTE programs with the opportunity to gain postsecondary credit while attending high school. (Perkins V – Sec. 134 (b)(7)); 135 (b)(5)(C))*	**LEA Level** *12.7.A applies to all LEAs regardless of Perkins grant funds. 12.7.B, only applies if the LEA applied and received Perkins funding in the last two years.* ☐**A.** The LEA possesses evidence of dual or concurrent enrollment programs as part of Program of Study. (CTE Dual Credit, AP, College in the High School, Running Start) Note:	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA12.6 cont.	*The LEA will provide industry-recognized certification examinations or other assessments leading towards a recognized postsecondary credential. (Perkins V – Sec. 135 (b)(5)(F))* *The LEA will demonstrate that all preparatory CTE courses offered by the district meet the requirements of RCW 28A.700.030. (RCW 28A.700.010)*	Signed articulation agreement must match the identified Program of Study in the LEAs Perkins Application. Documentation includes: • Signed Articulation agreement for CTE Dual Credit courses. • AP Course Audit for AP courses. • College in the High School contract between college and high school. **AND** ☐**B.** The LEA possesses evidence of Program of Study with current course(s) within the multiyear sequences of courses identified in the LEA's Perkins application. LEA assures that courses are approved and cross checked against evidence submitted in 12.2.B in the Program Review and Support.	*See above*	*See above*
SA12.8	**Funding:** *LEA uses Perkins funds in accordance with statutory fund-use rules, including supplement, not supplant provisions. Funds are used to improve CTE Programs. (Sec.135) Perkins.* *Allowable and Unallowable Uses of*	**LEA Level** *Please respond only if the LEA applied for and received Perkins funding in the last two years. If not, please mark "N/A.*	☐**Fully Implemented** ☐**Partially Implemented** ☐**Not Implemented** ☐**N/A**	☐**No** ☐**Yes (please describe):**

Item	Description	Implementation	Our Level of Implementation	Program Support Needed
SA12.8 cont.	*Funds are specified by the Education Department General Administrative Regulations (EDGAR) District uses career and technical education funding allocations per RCW 28A.150.265* *Brochures and other printed materials paid for, in whole or in part, with Carl D. Perkins funds will carry a statement indicating the funding source. EDGAR 75.620*	☐**A.** If any materials were published with Perkins funds, the LEA ensures that the funding source is cited. • Equipment labeled to reflect that it is property of CTE program. • Time and Effort reporting. • Personnel Activity Reports (PAR): Personnel/staff activity reports of any staff (s) time spent in activities charged to the Perkins grant, and how time charged to the Perkins grant supported Perkins activities. • Description of funds allocation process and connection to the CLNA on hand. ***Note:*** *Documents and records showing that funds supplement, and do not supplant expenditures for CTE programs and activities.*	*See above*	*See above*

SELF-ASSESSMENT PILOT DETERMINATIONS DEFINED

Term	Definition
Fully Implemented	The LEA has implemented all requirements for this item.
Partially Implemented	The LEA has implemented one or more of the sub-items or a portion of the item but has not implemented all the requirements for this item.
Not Implemented	The LEA has not implemented the item or sub-items.
N/A	The item does not apply to the LEA.