Program Review & Support

Program Review Training for Participating
Local Education Agencies (LEAs)
2025

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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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OSPI Strategic Goals

GOAL

4

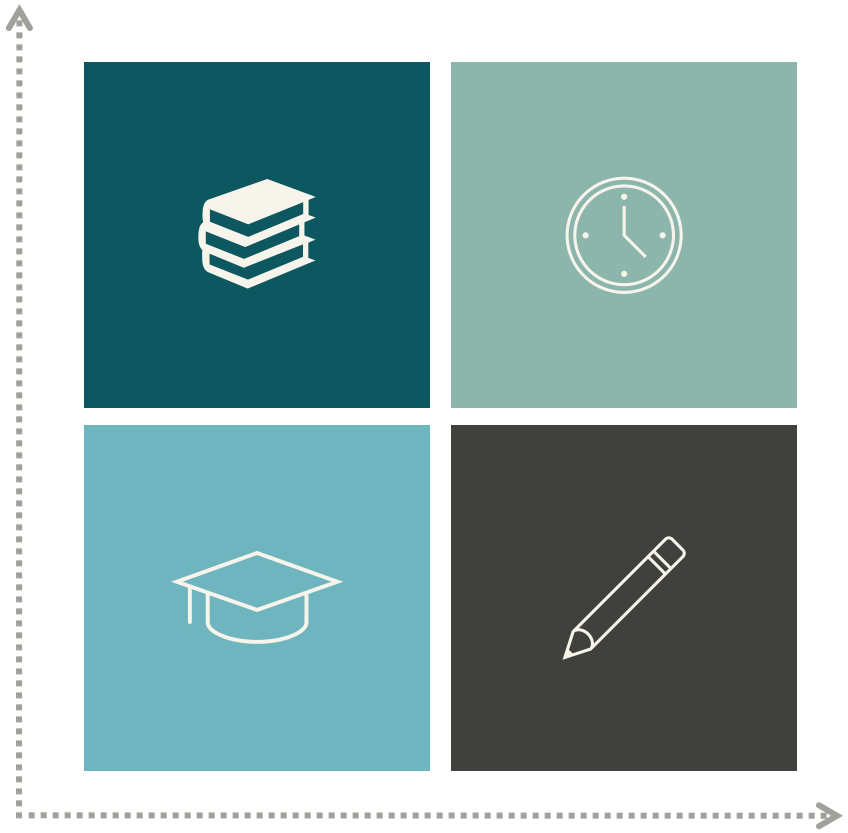
A Committed, Unified, and Customer-Focused OSPI

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations are unified in facilitating services and resources in alignment with the commitments in our strategic goals.

Tribal Land Acknowledgement

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.

Agenda



- Welcome, Introduction
- Program Review & Support Overview
- Program Review
- Timeline & Timeline Cycle
- Checklist and Determinations
- Civil Rights
- Fiscal
- Education Grant Management System (EGMS)
- Program Review & Support Resources

Program Review & Support Overview

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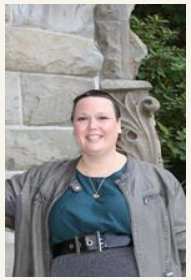
2025-26 Program Review Team Leads

Ellen Hopkins

Sylvia Reyna



Elizabeth Rush

Shannon Martin

Stacey Klim

Deifi Stolz

Jason Miller

Kasha Roseta

Roger A. Rich, Jr

Partnership Approach and Accountability

Partnership Approach

- Build **trusting** relationships.
- Lead with **compassion** and **empathy**
- Assume **positive intent** of LEA staff
- Not assuming OSPI has all the answers

Partnership Approach

- Keep the focus on **student outcomes**.
- Part of a **continuous improvement** process, not an end in itself.
- Working **together**, rather than telling LEAs what to do.

What's the purpose of this oversight?

- Fulfilling the federal and state obligations for oversight of the federal and state funds and civil rights.
- Rather than imposing the oversight requirements in an authoritative manner, we seek to build trust, working together as partners to meet the needs of the LEAs and their students. Compliance is achievable through partnership.

Program Review & Support

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

Focuses on student outcomes

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

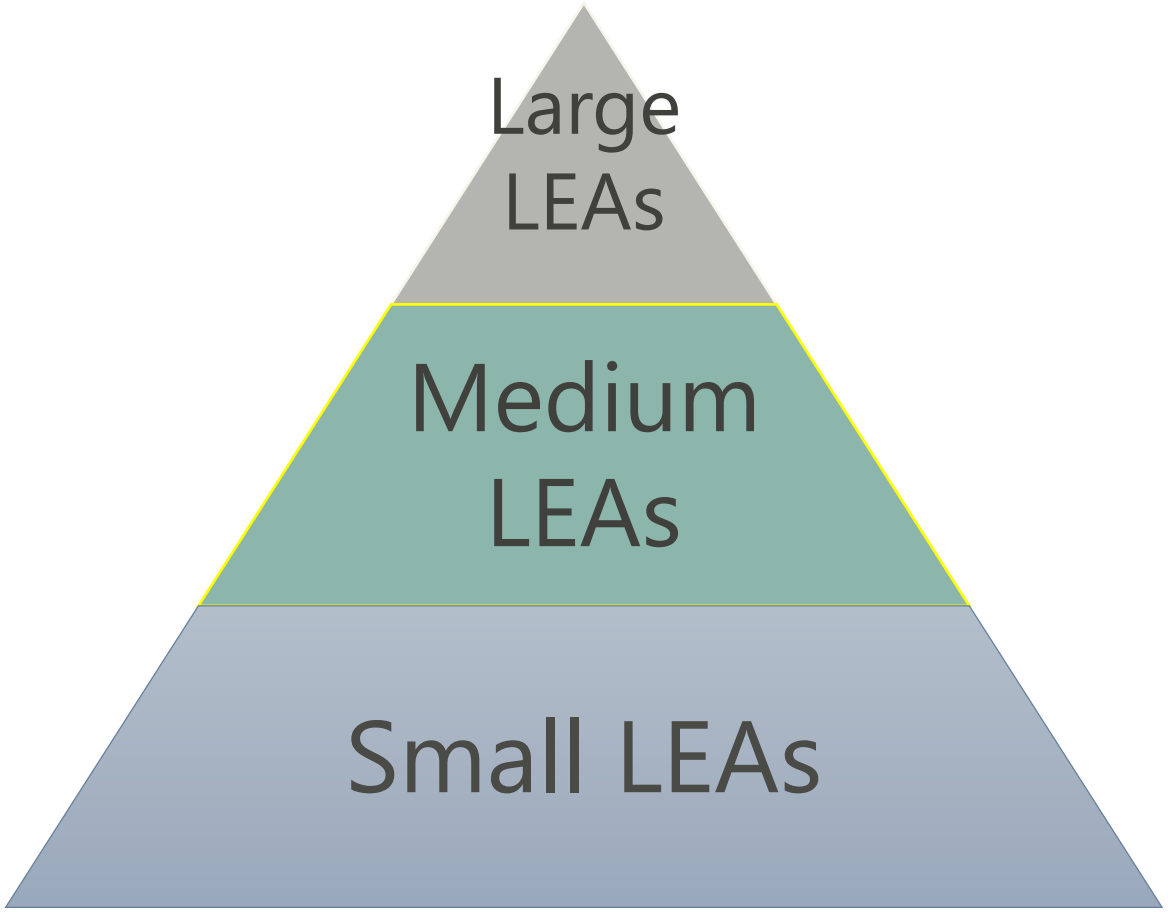
Includes a Continuum of oversight: *Acknowledges that all interactions are part of the oversight (e.g., application, guidance, Reviews, etc.).*

Continuum of Oversight

Program Review & Support (tiers of support)

- **Program Review & Support Checklist**
  - Notification and recommendation that all LEAs use the checklist to ensure they are meeting the programs requirements.
- **Program Review**
  - Review of *no more than* 45 LEAs at the top of the Annual Risk Assessment. LEAs are selected based on risk score and grouped by size.
- **Focused Support**
  - OSPI program staff may need to provide additional supports to a particular LEA. Virtual or On-site (this tier of support is under development.)

Program Review: **LEA Selection**



- **Large LEAs** (3500 or more students): about 13 large LEAs
  - 6-15 programs reviewed
- **Medium LEAs** (1000 to 3499 students): about 12 medium LEAs
  - 3-6 programs reviewed
- **Small LEAs** (less than 1000 students): about 20 small LEAs
  - 1-3 programs reviewed

Programs Review Included

- 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
- 14: Civil Rights
- 15: Fiscal
- 17: Foster Care
- 18: Title IV, Part A
- 19: Tribal Consultation
- RAR: School Improvement (OSSI)

Program Review & Support Webpage

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Home | Student Success | Certification | Educator Support | Policy & Funding | Data & Reporting | About OSPI

Home » Policy & Funding » Grants Management » Program Review & Support (Formerly CPR)

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**

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:

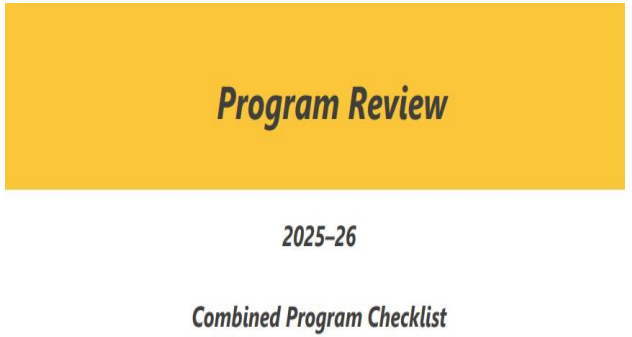
- The application process.
- Technical assistance calls.
- Guidance documents, program training, and reporting.

Resources

- 2025–26 LEAs Selected for Program Review (PDF)
- 2025–26 Combined Checklist (PDF)
- 2024–25 Self-Assessment (PDF)
- Action Plan Template (DOCX)
- Program Monitor (EDS)

Training Materials

- 2024–25 PRS LEA Training: Recording | PowerPoint (PDF)
- EGMS Program Review Instructions Pt. 1 (PDF)
- EGMS Program Review Instructions Pt. 2 (PDF)
- EGMS Program Review Instructions Pt. 3 (PDF)



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https://ospi.k12.wa.us/sites/default/files/2024-10/2024-25-combined-program-review-checklist-v1.pdf

Timeline

LEA Review Timeline (Example)

Introductory Meeting
1/6/26 @ 9:00am

- **6 weeks for LEAs** to address Checklist Items

1/6 – 2/17

2/18 – 3/11

3 weeks for **OSPI** to review responses before the **Preliminary Report Meeting 3/12/26 @ 9:00am**

3/12 – 4/9

4 weeks for LEA to address the remaining items.

4/10 – 4/24

2 weeks for OSPI to Review additional responses

4/25 – 5/8

2 weeks for LEA
To submit *final* responses

5/9 – 5/23

2 weeks for OSPI to review and prepare final report for Exit Meeting

5/26

Review is closed at Exit Meeting 5/26/26 @ 9:00am
LEA takes the lead on completing follow-up. OSPI staff provide support as needed.

5/2026 – 5/2027

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

LEA Review Timeline (*Example*)

Introductory Meeting: 1/6/2026 at 9:00 am

- **6 weeks for LEA Upload**: 1/6/2026 to 2/17/2026
- 3 weeks for OSPI Review: 2/18/2026 to 3/11/2026
- OSPI Initial Determinations Due 2 days prior @ 2:00pm

Preliminary Report Meeting: 3/12/2026 at 9:00 am

- **4 weeks for LEA Upload**: 3/12/2026 to 4/9/2026
- 2 weeks for OSPI Review: 4/10/2026 to 4/24/2026
- **2 weeks for LEA Upload**: 4/25/2026 to 5/8/2026
- 2 weeks for OSPI Review/Prepare Final Report**:** 5/9/2026 to 5/23/2026
- OSPI Final Determinations Due 2 days prior @ 2:00pm

Exit Meeting & Close of Review: 5/26/2026 at 9:00 am

Program Review Meetings

There will be three key meetings intended to discuss Program Review processes, determinations, and program questions.

1. Introductory Meeting
2. Preliminary Report Meeting
3. Exit Meeting (optional)

Closing the Reviews

- All Reviews will close on the date of the scheduled Exit Meeting.
- Reviews will close even if some items remain Partially, or Not Implemented.
- Any items with a final determination other than “Exemplar” and “Fully Implemented” will receive a Risk Level Score.
- The Risk Level Score is one of the data points used to select LEAs for future participation in Program Review.

Program Review Follow Up

- LEAs with unimplemented items at the Exit Meeting, will have the opportunity to move those items into Fully Implemented status through a follow up process.
- LEAs will be able to lower their Risk Level 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

Description

- An overview of the requirement. Often includes the legal citation.

Evidence

- Identifies the documentation needed to show implementation of the requirement.

Risk Level

- All items have a Risk Level (see rubric on next slide). For each item that is not fully implemented, the Risk Level points will be added to the total Risk Level for the LEA. This Risk Level total is one data point in the Annual Risk Assessment used to identify LEAs for participation in Program Review.

Career & Technical Education (CTE)

Item	Description	Evidence
12.1	**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 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 provides access to at least one CTE equivalency course (CTE High School Course equivalencies – RCW 28A.230.097). 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). **Risk Level: 3**	**LEA Level** ☐ 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.) **NOTE**: The course approval ID number does not show approval of the course, only that the application has been submitted.

Program Checklist Item Rubric

This rubric was used to determine a **Risk Level** for each item on every program checklist.

	1	2	3	4
Risk Level Determinations	**Low risk:** (*one* of the following applies) • 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	**Moderate risk:** (*two* of the following apply) • 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	**High risk:** (*three* of the following apply) • 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	**Highest risk:** (*four* of the following apply) • 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 Level 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 Level Score
Fully Implemented	No Risk Level Score
Partially Implemented	Risk Level Score
Not Implemented	Risk Level Score
N/A	No Risk Level Score

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. (No Risk Level Score)

Fully Implemented – The LEA has demonstrated implementation of all requirements for this item. (No Risk Level Score)

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. (Risk Level Score added to Risk Assessment)

Not Implemented – The LEA was unable to demonstrate implementation of the item or sub-items. (Risk Level Score added to Risk Assessment)

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.

Selected LEAs 2025-26

LEAs with a review of no more than three (3) programs.	LEAs with a review of no more than six (6) programs.	LEAs with a review of all applicable programs.
Adna School District	Brewster School District	Arlington School District
ESD 105	Burlington-Edison School District	Bellingham School District
ESD 121	Castle Rock School District	Federal Way School District
ESD 171	Clarkston School District	Ferndale School District
Kittitas School District	College Place School District	Kennewick School District
Morton School District	Granger School District	Mount Vernon School District
Onalaska School District	Granite Falls School District	Mukilteo School District
Raymond School District	Lakewood School District	Omak School District
South Bend School District	Nooksack Valley School District	Othello School District
Stevenson-Carson School District	North Franklin School District	Pasco School District
Suquamish Tribal Education Department	Prosser School District	Richland School District
Toledo School District	Royal School District	Sedro-Woolley School District
Trout Lake School District		Walla Walla Public Schools
Union Gap School District		
Wahkiakum School District		
Washington Center for Deaf and Hard of Hearing Youth		
Waterville School District		

Civil Rights

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Today's Goals

Locating Key Resources

5 Tips for Success

Asking for Help

Where Do I Find….

Locating the checklist and the civil rights resources on our website

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Civil Rights Program Review Landing Page

(Bookmark me!)

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Sample TA Guide:

Item 14.2: Language Access Services

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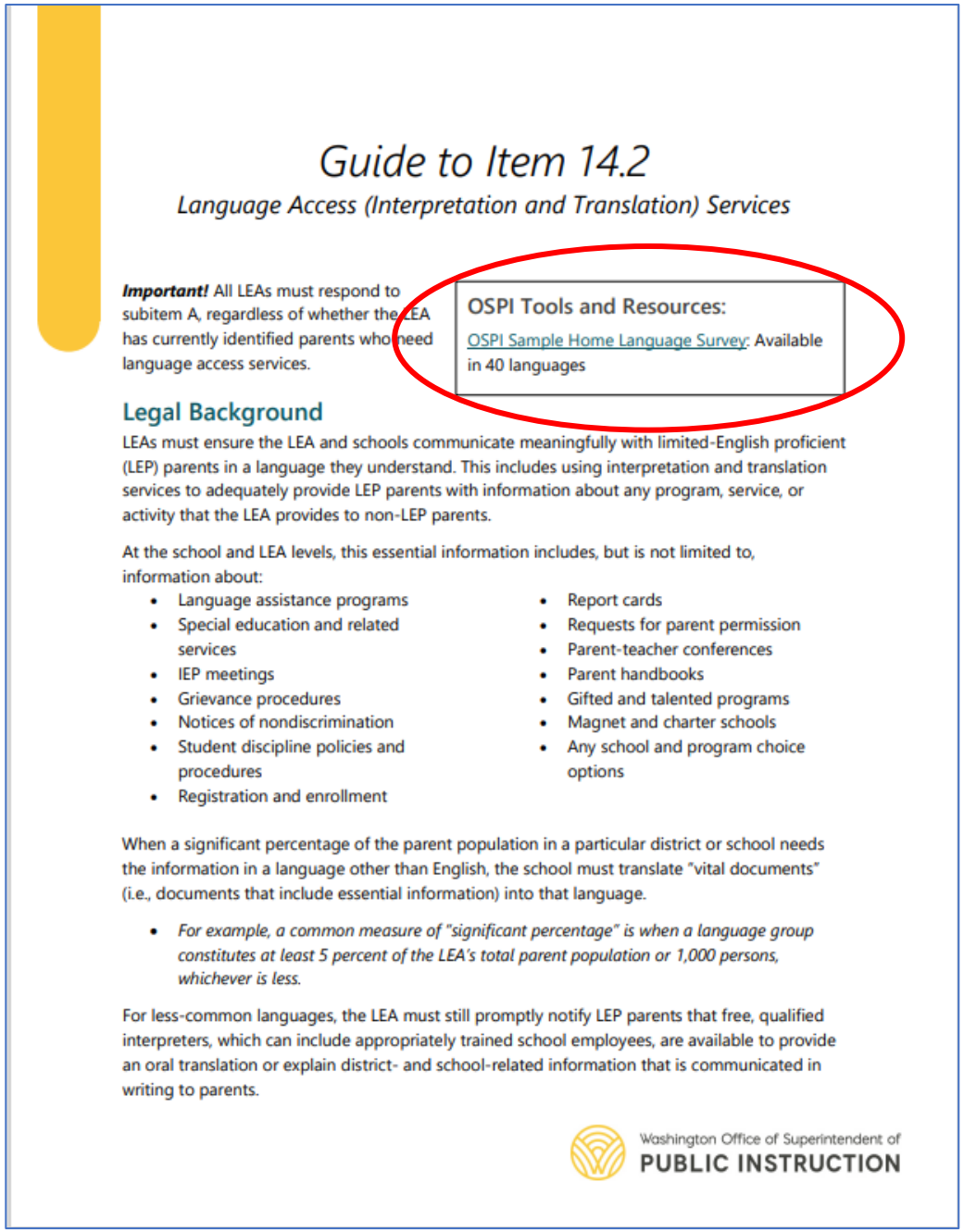

Guide to Item 14.2

Language Access (Interpretation and Translation) Services

Important! All LEAs must respond to subitem A, regardless of whether the LEA has currently identified parents who need language access services.

OSPI Tools and Resources:

OSPI Sample Home Language Survey: Available in 40 languages

Legal Background

LEAs must ensure the LEA and schools communicate meaningfully with limited-English proficient (LEP) parents in a language they understand. This includes using interpretation and translation services to adequately provide LEP parents with information about any program, service, or activity that the LEA provides to non-LEP parents.

At the school and LEA levels, this essential information includes, but is not limited to, information about:

- Language assistance programs
- Special education and related services
- IEP meetings
- Grievance procedures
- Notices of nondiscrimination
- Student discipline policies and procedures
- Registration and enrollment
- Report cards
- Requests for parent permission
- Parent-teacher conferences
- Parent handbooks
- Gifted and talented programs
- Magnet and charter schools
- Any school and program choice options

When a significant percentage of the parent population in a particular district or school needs the information in a language other than English, the school must translate "vital documents" (i.e., documents that include essential information) into that language.

- *For example, a common measure of "significant percentage" is when a language group constitutes at least 5 percent of the LEA's total parent population or 1,000 persons, whichever is less.*

For less-common languages, the LEA must still promptly notify LEP parents that free, qualified interpreters, which can include appropriately trained school employees, are available to provide an oral translation or explain district- and school-related information that is communicated in writing to parents.

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5 Tips for Success

Sharing tips and common pitfalls

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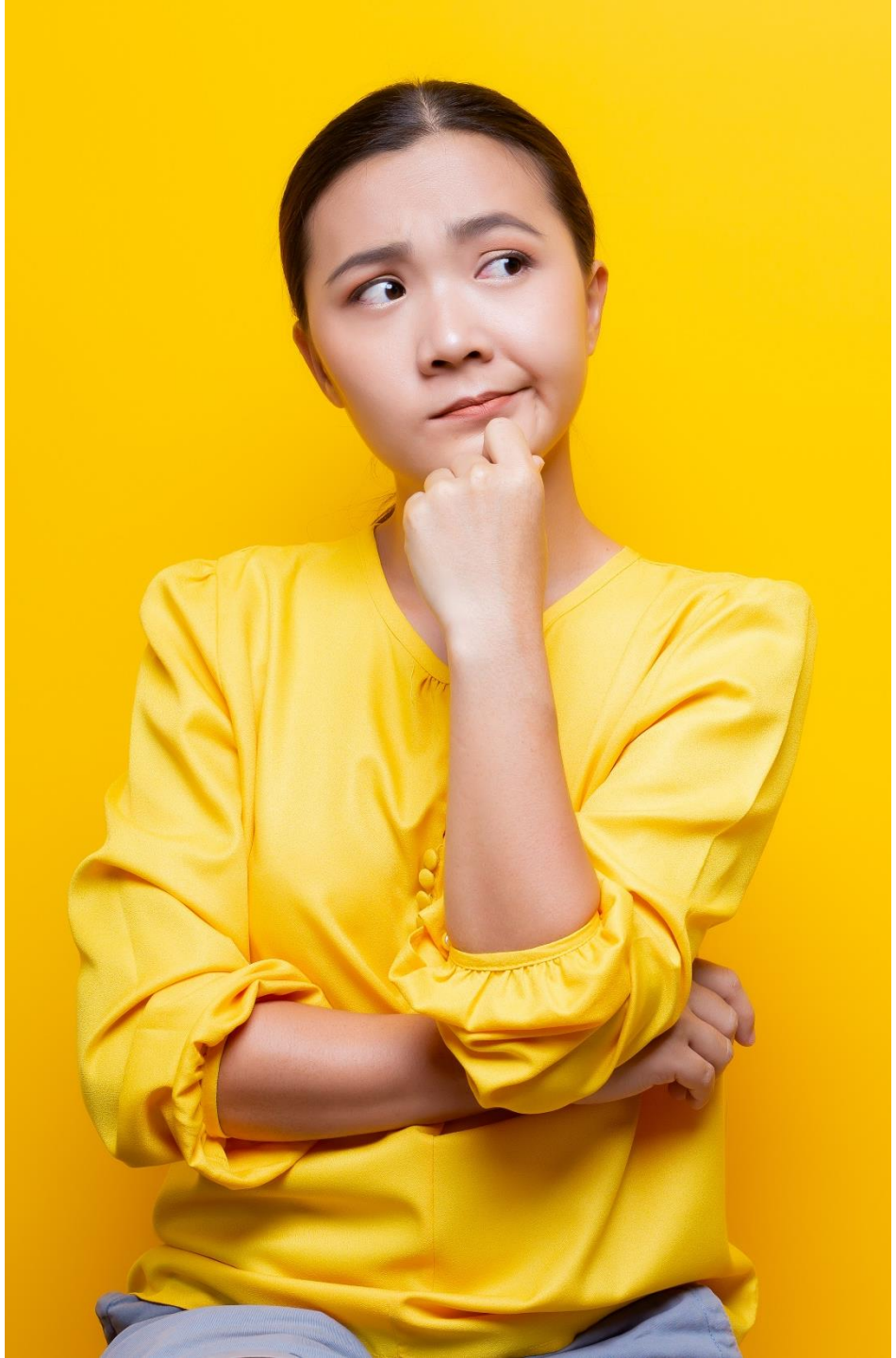
5 Tips for Success

1. Note the new checklist!
2. Read the checklist carefully.
3. Submit *everything* requested.
4. Use the TA Guides and the Civil Rights Program Review landing page.
5. Know when (and who) to ask for help.



1. Note the new (shorter) Civil Rights Checklist.

Item	Topic
14.1	**Section 504: Identification, Evaluation, and Placement**
14.2	**Interpretation & Translation Services (for parents)**
14.3	**English Language Development Services (for students)** *Only reviewed if LEA does not receive TBIP or Title III funding.*
14.4	**Data Review 1: Specialized Courses and Programs**
14.5	**Data Review 2: Student Discipline**
14.6	**Athletics 1: Three-Part Test**
14.7	**Athletics 2: Annual Athletic Evaluation & Outside Sources of Funding**

2. Read the checklist carefully.

Request	Explanation	Example
Evidence	**Actual documentation**, such as data, work product, written analysis, forms, schedules, meeting minutes, completed tools, etc.	***Item 14.1.A: Section 504*** *Please submit Section 504 documentation for two students at an elementary school…, including* *(1) Parent consent for the initial evaluation;* *(2) Evaluation documentation* *(3) Etc.*
Description	**Written narrative** explaining *how* your LEA has implemented a certain requirement or describing the system your LEA has developed to meet the requirement.	***Item 14.2.A: Language Access Services*** *Please submit a description of the process the LEA uses to identify LEP parents…"*

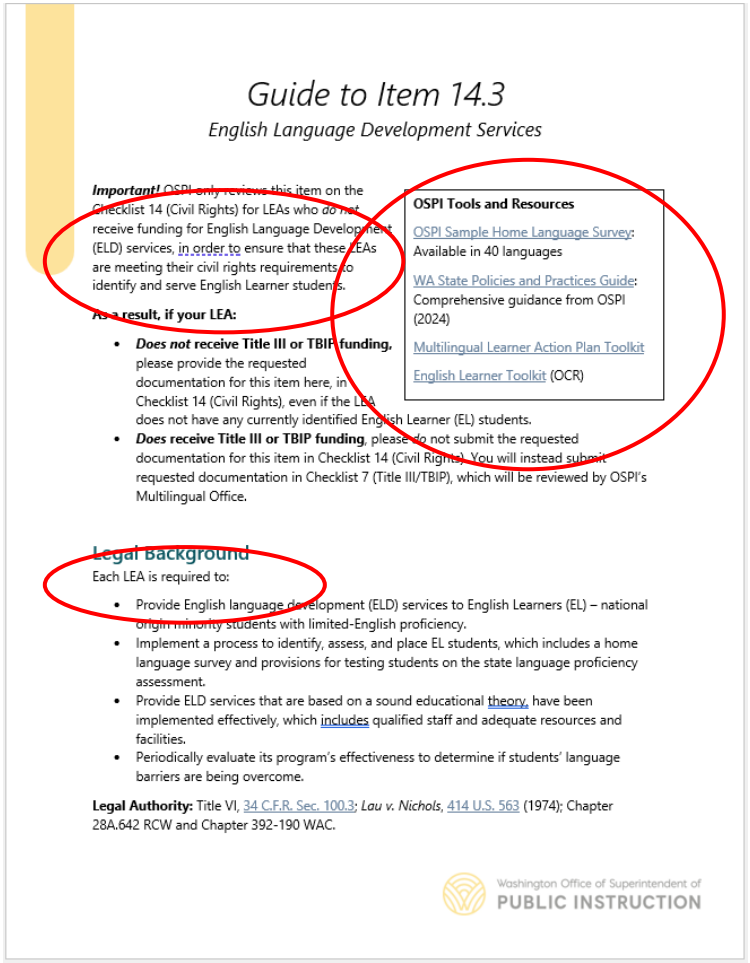
3. Submit everything we have requested.

Most of the civil rights items have multiple subitems. Please make sure that you have submitted responsive evidence or descriptions for *each* subitem.

- For example, Item 14.3 (English Language Development Services) has subitems A–G.

**If you believe that a particular subitem does not apply to your LEA or know that your LEA cannot provide a particular piece of evidence, please email your OSPI reviewer to discuss!*

4. Use the TA Guides.



Guide to Item 14.3

English Language Development Services

Important! OSPI only reviews this item on the Checklist 14 (Civil Rights) for LEAs who *do not* receive funding for English Language Development (ELD) services, in order to ensure that these LEAs are meeting their civil rights requirements to identify and serve English Learner students.

As a result, if your LEA:

- ***Does not* receive Title III or TBIP funding,** please provide the requested documentation for this item here, in Checklist 14 (Civil Rights), even if the LEA does not have any currently identified English Learner (EL) students.
- ***Does* receive Title III or TBIP funding**, please *do* not submit the requested documentation for this item in Checklist 14 (Civil Rights). You will instead submit requested documentation in Checklist 7 (Title III/TBIP), which will be reviewed by OSPI's Multilingual Office.

OSPI Tools and Resources

OSPI Sample Home Language Survey: Available in 40 languages

WA State Policies and Practices Guide: Comprehensive guidance from OSPI (2024)

Multilingual Learner Action Plan Toolkit

English Learner Toolkit (OCR)

Legal Background

Each LEA is required to:

- Provide English language development (ELD) services to English Learners (EL) – national origin minority students with limited-English proficiency.
- Implement a process to identify, assess, and place EL students, which includes a home language survey and provisions for testing students on the state language proficiency assessment.
- Provide ELD services that are based on a sound educational theory, have been implemented effectively, which includes qualified staff and adequate resources and facilities.
- Periodically evaluate its program's effectiveness to determine if students' language barriers are being overcome.

Legal Authority: Title VI, 34 C.F.R. Sec. 100.3; *Lau v. Nichols*, 414 U.S. 563 (1974); Chapter 28A.642 RCW and Chapter 392-190 WAC.

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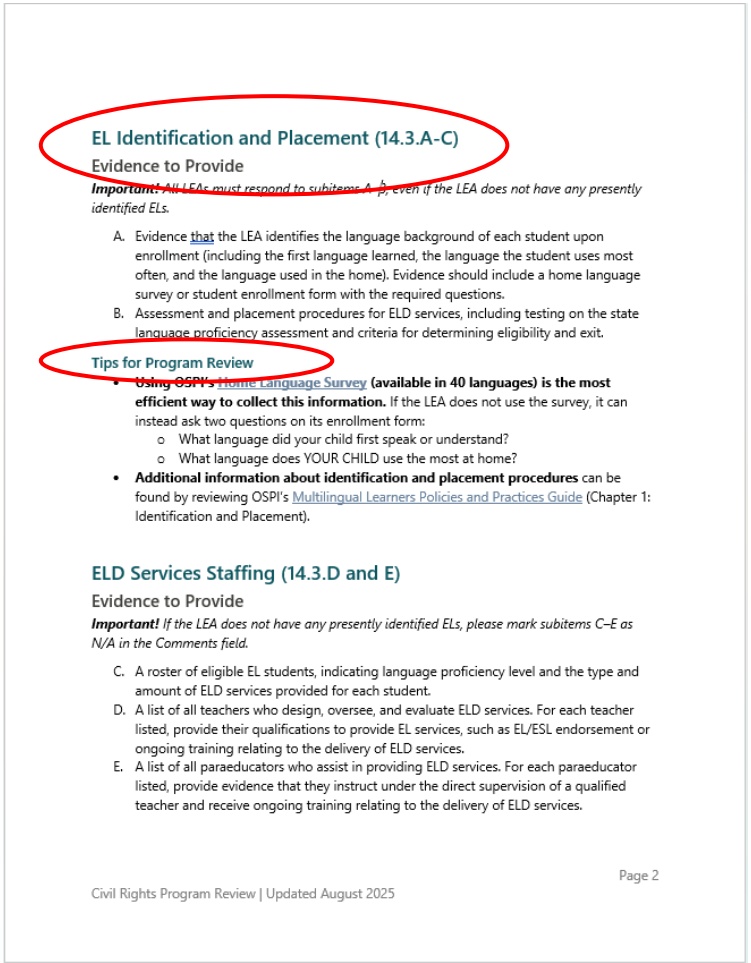


EL Identification and Placement (14.3.A-C)

Evidence to Provide

Important! *All LEAs must respond to subitems A–b, even if the LEA does not have any presently identified ELs.*

A. Evidence that the LEA identifies the language background of each student upon enrollment (including the first language learned, the language the student uses most often, and the language used in the home). Evidence should include a home language survey or student enrollment form with the required questions.
B. Assessment and placement procedures for ELD services, including testing on the state language proficiency assessment and criteria for determining eligibility and exit.

Tips for Program Review

- **Using OSPI's Home Language Survey (available in 40 languages) is the most efficient way to collect this information.** If the LEA does not use the survey, it can instead ask two questions on its enrollment form:
  - What language did your child first speak or understand?
  - What language does YOUR CHILD use the most at home?
- **Additional information about identification and placement procedures** can be found by reviewing OSPI's Multilingual Learners Policies and Practices Guide (Chapter 1: Identification and Placement).

ELD Services Staffing (14.3.D and E)

Evidence to Provide

Important! *If the LEA does not have any presently identified ELs, please mark subitems C–E as N/A in the Comments field.*

C. A roster of eligible EL students, indicating language proficiency level and the type and amount of ELD services provided for each student.
D. A list of all teachers who design, oversee, and evaluate ELD services. For each teacher listed, provide their qualifications to provide EL services, such as EL/ESL endorsement or ongoing training relating to the delivery of ELD services.
E. A list of all paraeducators who assist in providing ELD services. For each paraeducator listed, provide evidence that they instruct under the direct supervision of a qualified teacher and receive ongoing training relating to the delivery of ELD services.

5. Know when to ask for help!

Don’t be afraid to ask your colleagues. For each item on the checklist, ask yourself, “Who might be able to help?”

- *Who might hold/maintain the evidence being requested?*
- *Who may be able to draft a description that is being requested?*

Develop a system that can help you keep track of each item (and who you’ve asked to help).

What If I Need Assistance?

Identifying your civil rights monitor and knowing how to get in touch

2025-26 Civil Rights Monitors

Kai-Chin Chan (she/her)
Kai-Chin.Chan@k12.wa.us

Jeremy Page (he/him)
Jeremy.Page@k12.wa.us

Kristin Hennessey (she/her)
Kristin.Hennessey@k12.wa.us

Kasha Roseta (she/her)
Kasha.Roseta@k12.wa.us

You can also leave a voicemail at **(360) 725-6162.**

Last Burning Questions?

Have
a
Break

Fiscal

Program Review & Support 2025-26

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 2024-25 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 and 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. This includes having written procedures that include whether the LEA follows the old time and effort guidance, the new guidance or a combination of both.
  - The required time and effort is prepared timely for each applicable employee.
  - The LEA reviews actual versus budgeted payroll charges to make adjustments as needed.
  - The LEA reviews staff reassignments periodically to determine any necessary time and effort changes.

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
    - instructions-example-expenditure-summary-report.pdf
  - Expenditure Detail Report
    - instructions-example-expenditure-detail-report.pdf
  - Payroll Distribution Report
    - instructions-example-payroll-distribution-report.pdf

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

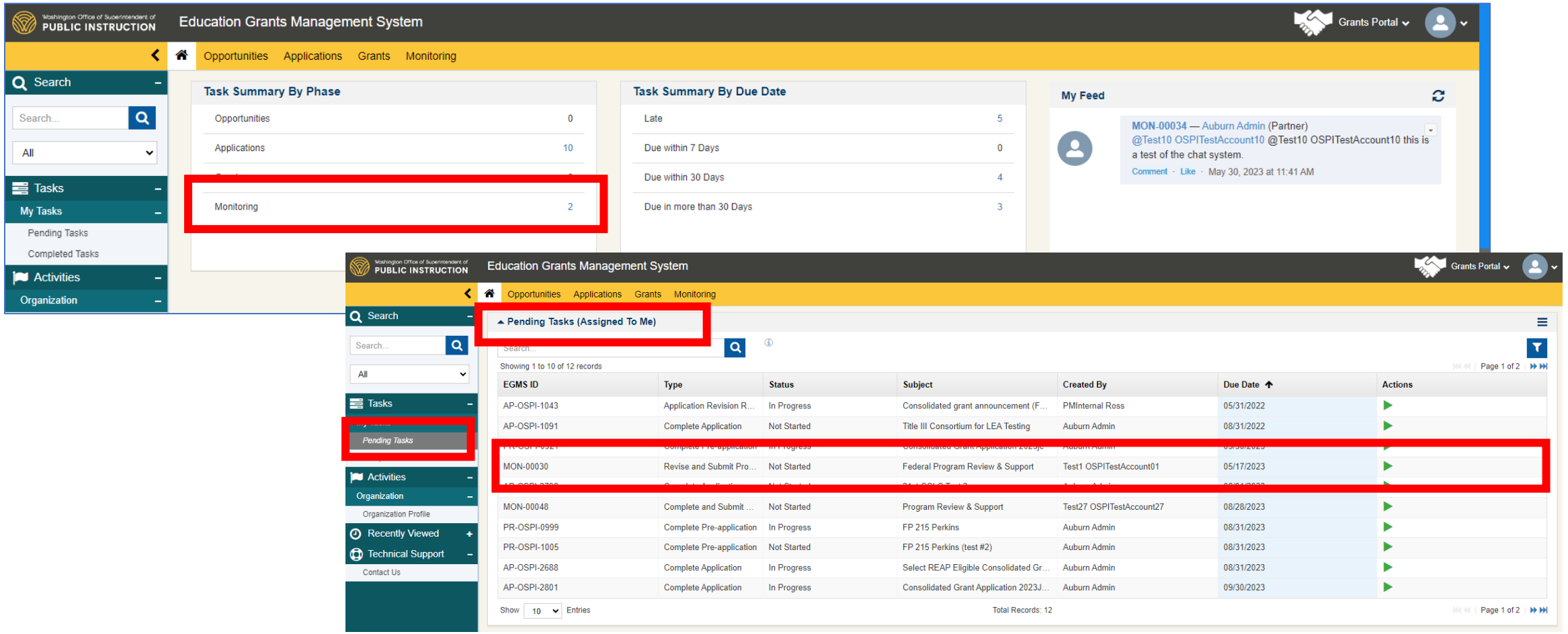
Contact Information

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 564-250-5324 jamey.schoeneberg@k12.wa.us
- Debbie Crawford, Lead Federal Compliance Specialist 360-789-6258 debbie.crawford@k12.wa.us

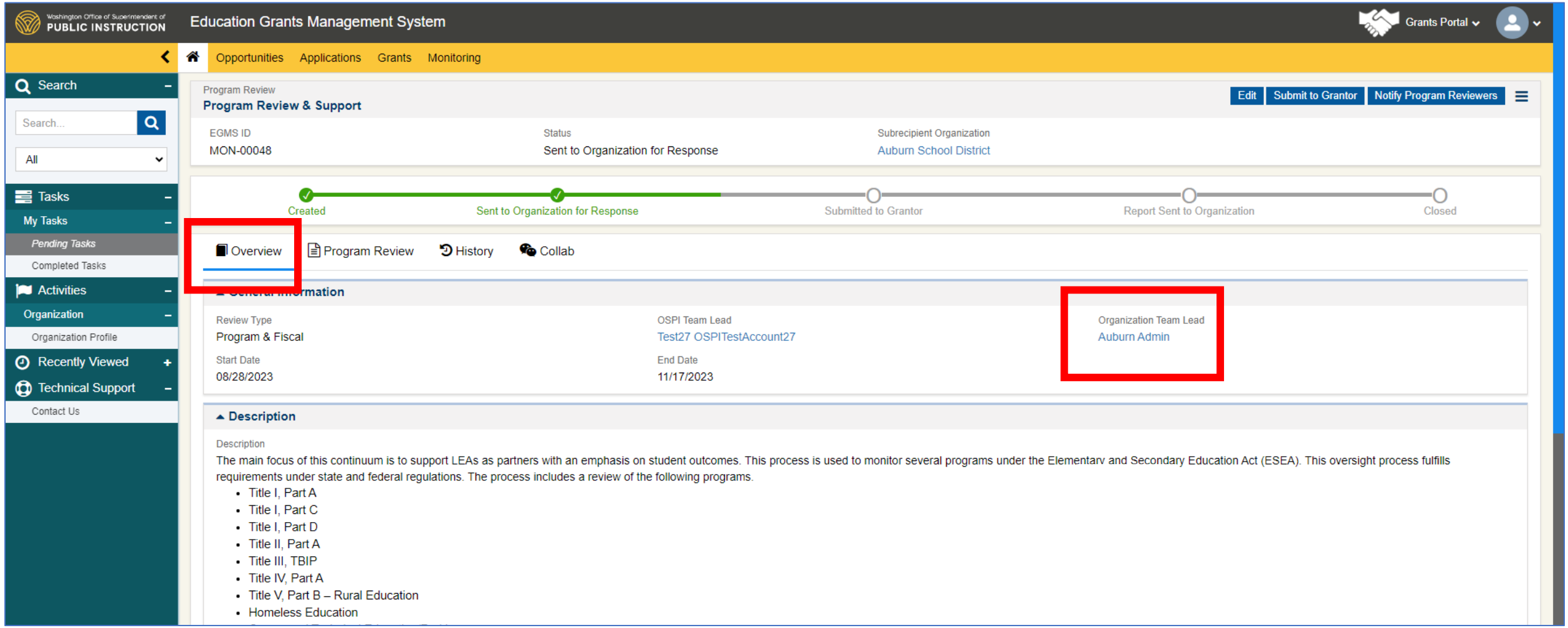
EGMS: Program Reviews

Your access to Program Reviews



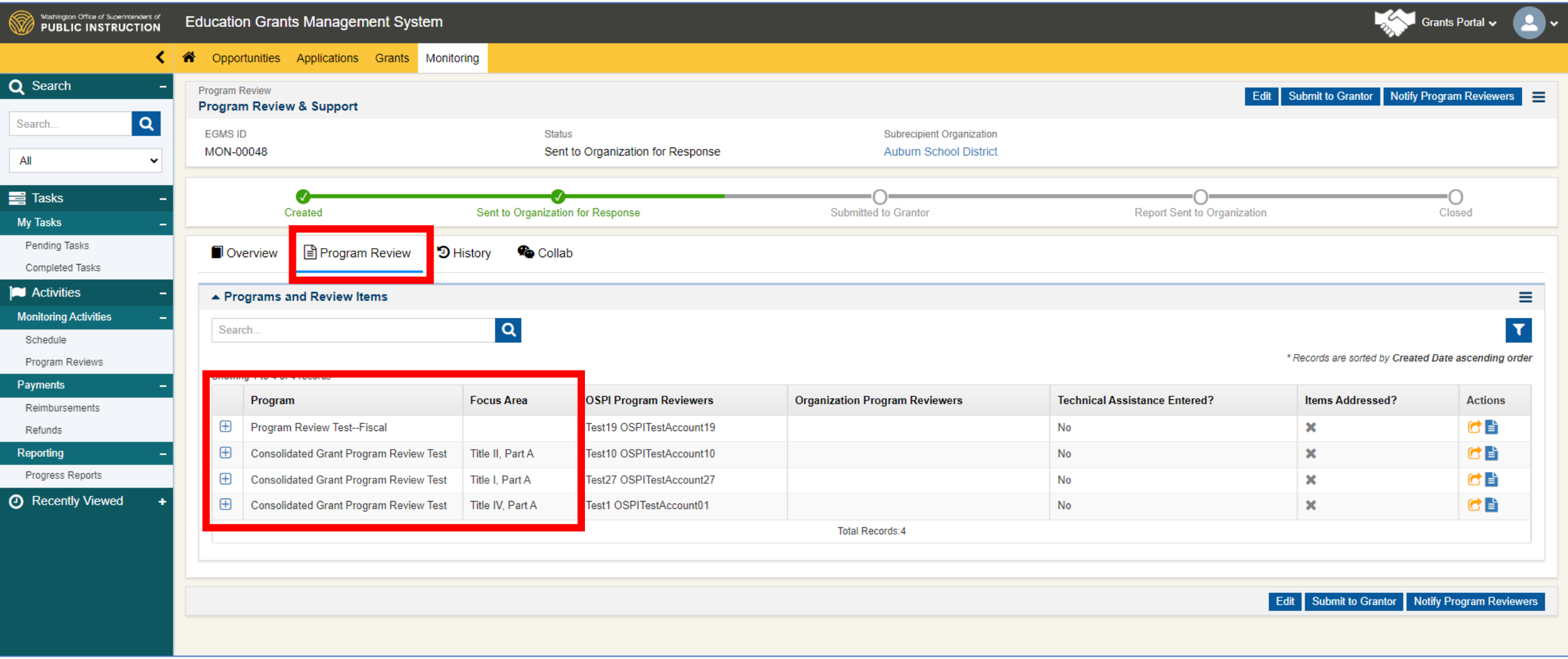
- ❑ The Subrecipient Organization (LEAs) can see an additional Monitoring task was assigned on the dashboard.
- ❑ In the Pending Tasks page, the Subrecipient can see the Monitoring Task on the “Assigned to Me” section.
- ❑ The Subrecipient can click on the green triangle (action button) to open the Review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

Overview Tab



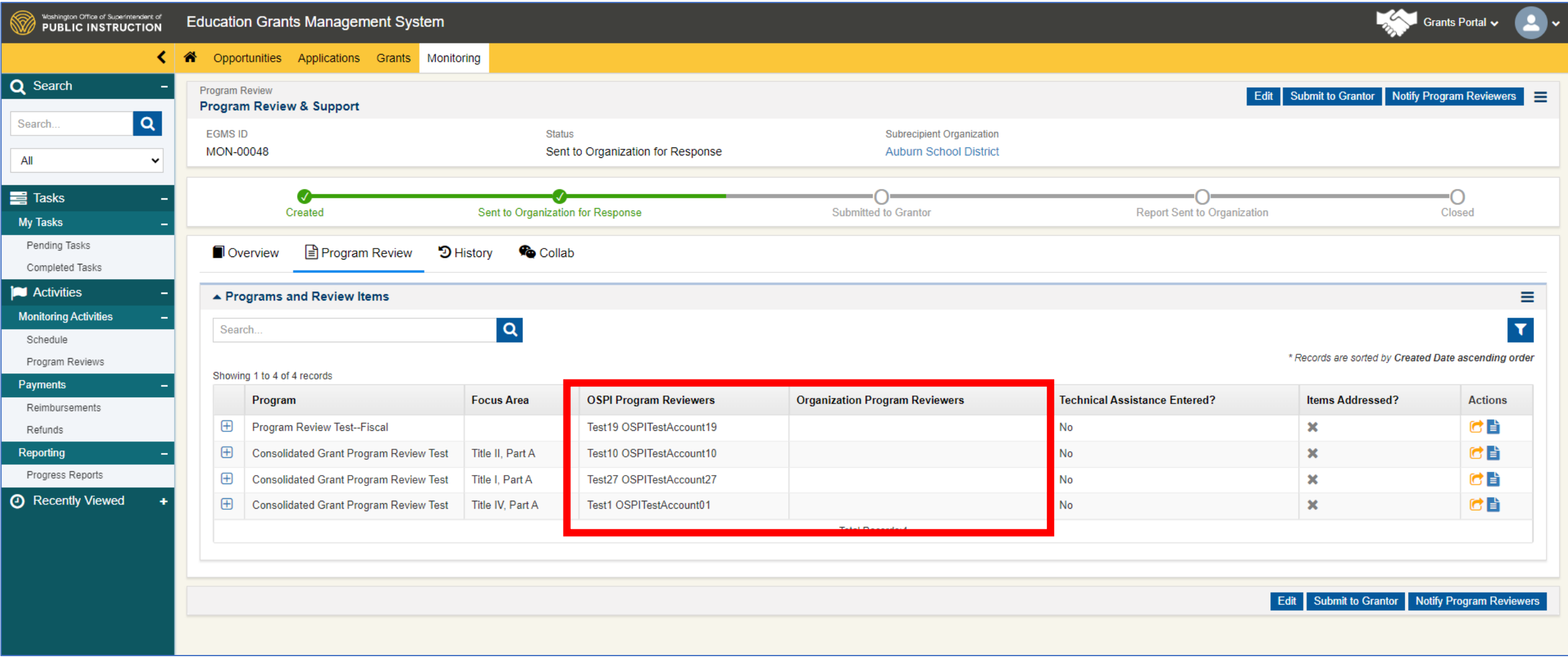
- ❑ When the Program Review is opened the first time, the Overview tab is displayed.
- ❑ This tab has general information about your Review.
- ❑ No actions needed on this tab.

Program Review Tab



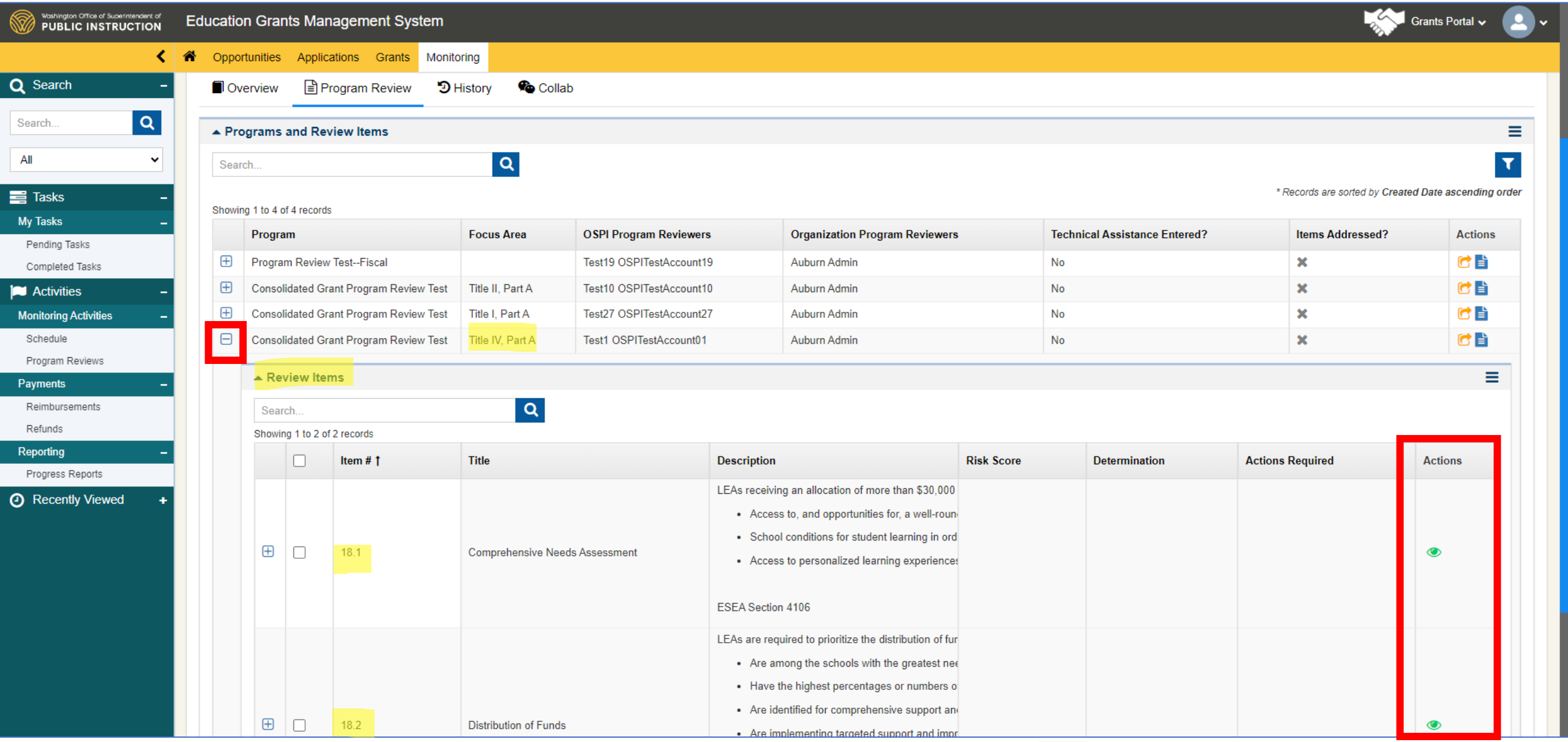
- ❑ This tab includes all the Program Checklists and is where you will respond to the checklist items.
- ❑ Each row of the table pertains to a single Program. **Program** and **Focus Area** columns contain the name of the Program.
- ❑ Use the ⊞ to expand each row to see the checklist items.

Program Review Tab



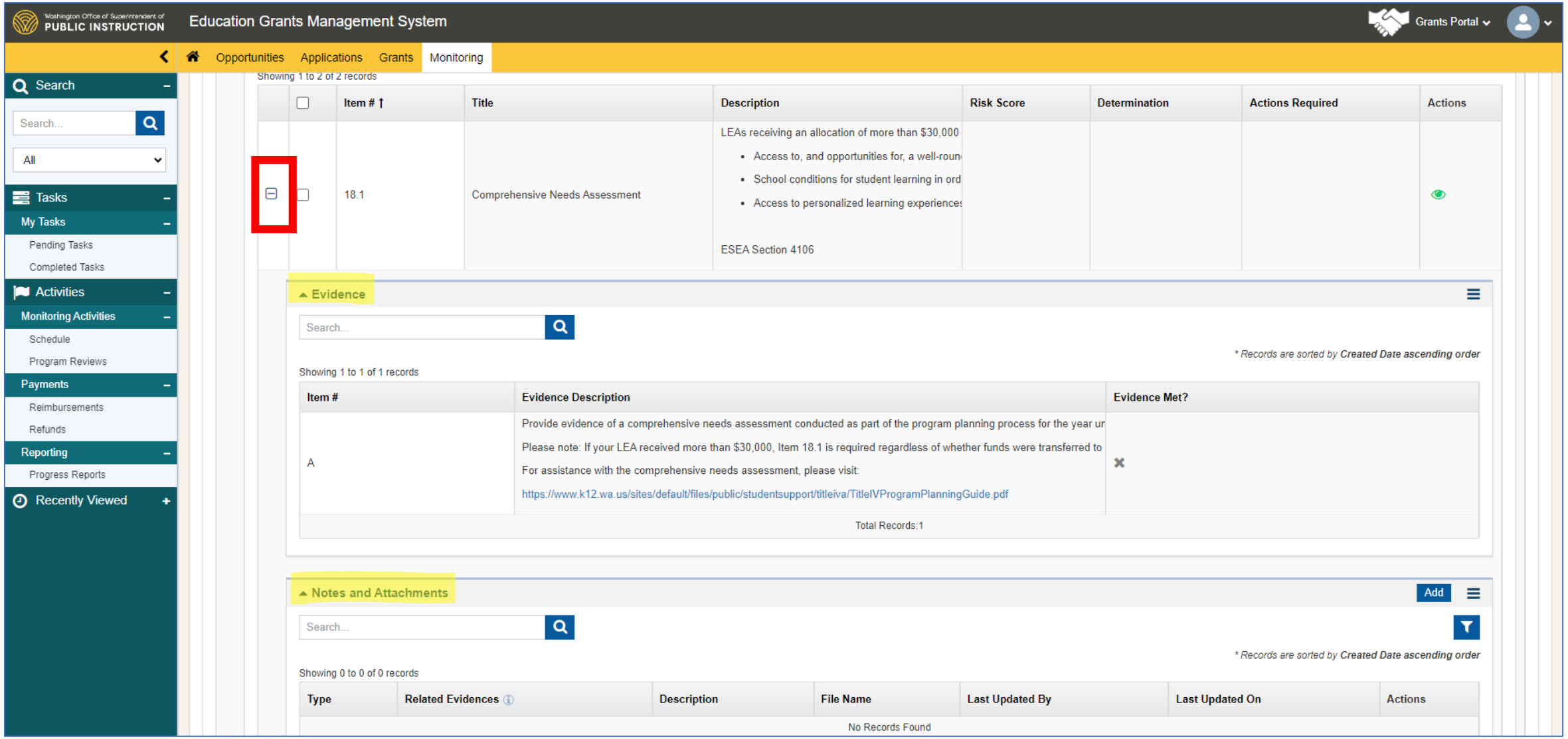
- ❑ The **OSPI Program Reviewers** column contains the OSPI staff who will Review that Program.
- ❑ The **Organization Program Reviewers** are those the Organization Team Lead assigns to each Program. *Only the Team Lead can assign staff to the Programs.*

Responding to Checklist Items



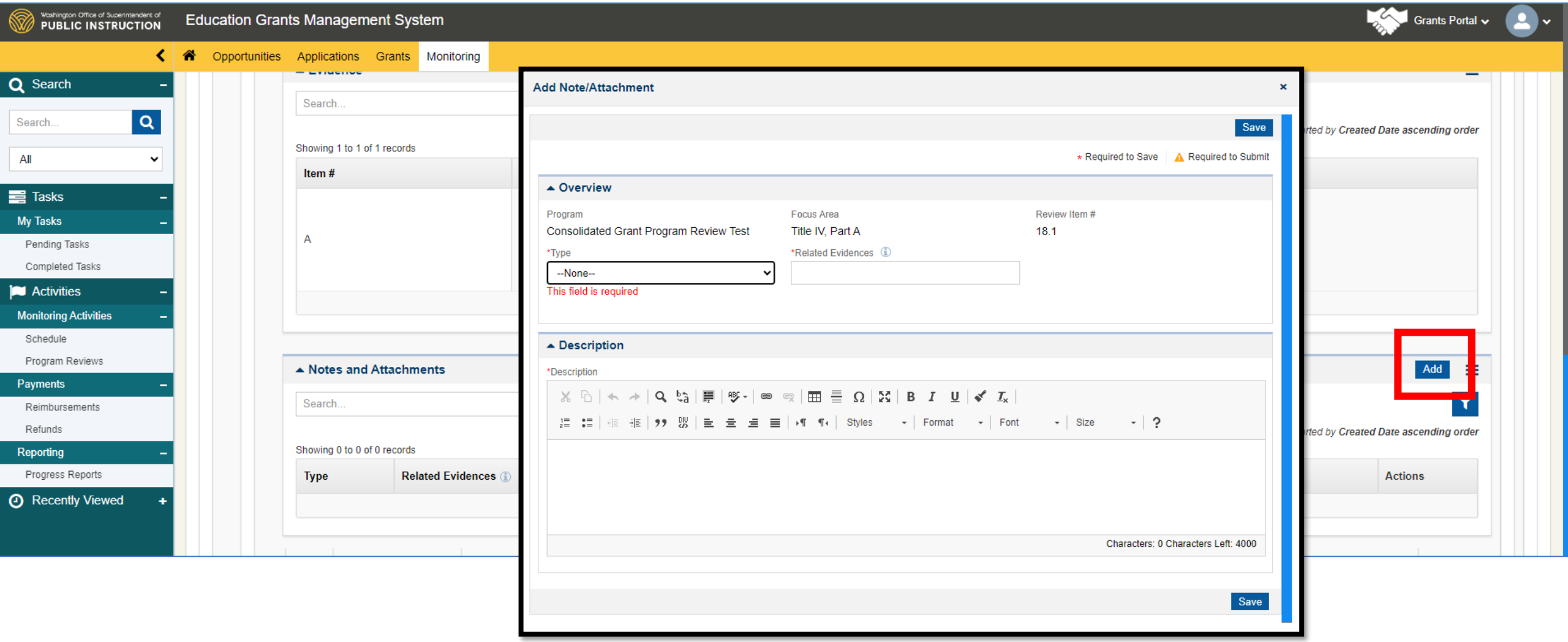
❑ Use the to expand each row to see the checklist (or Review) items. Click on the to read the **Description** if needed.

Responding to Checklist Items (cont.)



- ❑ 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.)



- ❑ 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”

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)

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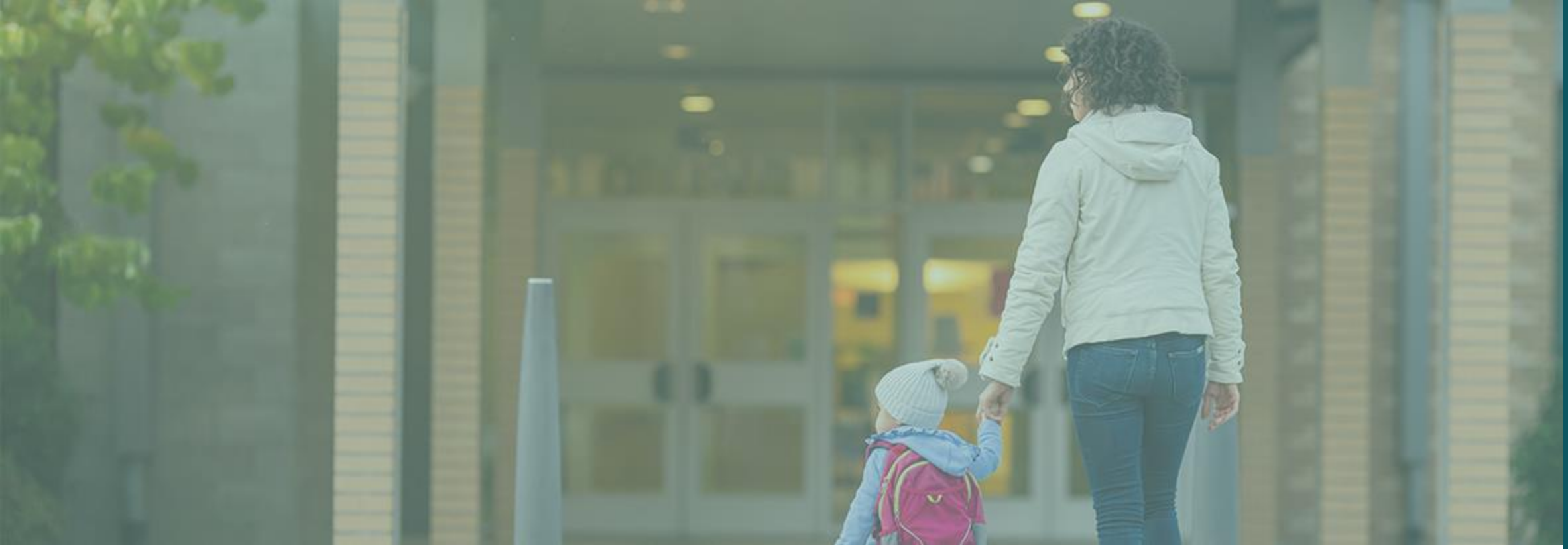

Closing Remarks

Contact

General Program Review Questions: programReview@.12.wa.us

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