

Program Review

2025–26

Combined Program Checklist



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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

Item	Description	Evidence
1.1	<p>Ranking and Allocating <i>Title I, Part A funds are used for eligible schools and follow the ranking and allocating rules. [ESSA Section 1113(a)(b)]</i></p> <p>Risk Level: 2</p>	<p>LEA Level Expenditure reports from the prior year for each school served, showing only Title I, Part A (Title IA) expenditures. Label each expenditure report by school. The reports must show:</p> <ul style="list-style-type: none"> The <i>original budgeted amount</i> of Title I, Part A funds for each school, as submitted in the CGA. Total Title I, Part A <i>expenditures</i> for each school.
1.2	<p>Title I, Part A Set-Asides <i>Title I, Part A required set-asides are budgeted and tracked.</i></p> <ul style="list-style-type: none"> Parent Engagement (1%, if over \$500,000 allocation). [Section 1116(a)(3)] Private schools (if applicable). [Section 1117(a)(4)] Homeless students. [Section 1113 & Section 1115] <p>Risk Level: 2</p>	<p>LEA and School Level Provide prior year's evidence showing that required set-asides were budgeted and tracked. Include original CGA budget (amount can increase but not decrease).</p> <p>A. Homeless – Required for all LEAs B. Parent Engagement – Required if allocation > \$500,000</p> <ul style="list-style-type: none"> Include previous year's carryover Show 90% of 1% of funds were distributed to schools, prioritizing high-need schools <p>C. Private Schools – If applicable Evidence may include:</p> <ul style="list-style-type: none"> Internal tracking for each set-aside Expenditure report broken out by set-aside Chart of accounts (if set-asides are not labeled in reports)
1.3	<p>One Percent Parent and Family Engagement Funds <i>The LEA makes sure parents have the opportunity to give feedback in decisions regarding the one percent parent and family engagement funds (applies only to LEAs that receive an allocation of \$500,000 or greater). [Section 1116(a)(3)]</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. Not applicable if LEA allocation is under \$500,000. B. If applicable, provide evidence that families were invited to give input on the 1% parent and family engagement funds.</p> <p>Examples of evidence:</p> <ul style="list-style-type: none"> Invitation sent to parents within the past 12 months Dated meeting agenda showing Title IA discussion and feedback collection
1.4	<p>Parents Right-to-Know Timely Notice of Limited State Certification and Licensure <i>The LEA notifies parents when a teacher at a Title I, Part A school has taught for four (4) or more consecutive weeks by, a teacher with a limited state substitute teaching certificate, i.e., Emergency Substitute or Intern Substitute Teacher (WAC 181-79A-231). Sec. 1112(e)(1)(B)(ii)</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Not applicable (N/A). Add a comment if no teachers held limited certificates this year. B. If Applicable, upload a sample letter sent to families when a teacher with an Emergency or Intern Substitute Certificate taught in a Title IA program for four (4) or more consecutive weeks.</p>
1.5	<p>LEA Parent Family Engagement Policy & Evaluation</p>	<p>LEA Level</p>

	<p><i>Each Title I, Part A (Title IA) LEA must establish meaningful parent engagement expectations and describe how it will:</i></p> <ol style="list-style-type: none"> <i>Involve families in developing the LEA Title IA plan (Sec. 1112) and support plans (Sec. 1111(d)); distribute the PFE policy.</i> <i>Provide coordination and technical assistance to help schools implement effective engagement activities.</i> <i>Align PFE efforts with other programs and laws, where possible.</i> <i>Evaluate the PFE policy annually with parents—identify barriers, needs, and improvements.</i> <i>Use evaluation results to strengthen PFE strategies and revise the policy, if needed.</i> <i>Involve parents in school-level Title IA activities, possibly through advisory roles.</i> <p>Risk Level: 2</p>	<p>LEAs with multiple Title I, Part A schools</p> <p>A. Upload the LEA Parent and Family Engagement (PFE) Policy</p> <ul style="list-style-type: none"> • Must be current (reviewed with families within the last 12 months) • Clearly describe how each requirement under ESSA Sec. 1116(a)(2)(A–F) is implemented, including specific strategies used <p>LEAs with only one Title I, Part A school</p> <p>A. Upload a Combined LEA/School Parent and Family Engagement (PFE) Policy</p> <ul style="list-style-type: none"> • Must be current (reviewed with families within the last 12 months) • Must describe how both the LEA and the school implement each required component <p>Note: LEAs are only required to submit one policy based on their configuration, either the LEA-level policy or the combined LEA/School policy, not both.</p>
1.6	<p>School Parent Family Engagement (PFE) Policy/Plan</p> <p><i>Each Title I, Part A school must have a written, parent-approved policy (ESSA Sec. 1116(a)(1–6)) that:</i></p> <ol style="list-style-type: none"> <i>Is Developed with Parents – Created and updated with parent input; shared in understandable language.</i> <i>Includes Annual Title IA Meeting – Informs families about Title IA services and rights; offers flexible access.</i> <i>Engages Parents in Program Planning – Invites input on programs, curriculum, and decisions; submits parent comments if plans are unsatisfactory.</i> <i>Includes a School–Parent Compact – Outlines shared roles and ongoing communication to support student learning.</i> <i>Builds Capacity – Provides training, materials, and PD to strengthen family-school partnerships, coordinates with other programs.</i> <p>Risk Level: 2</p>	<p>School Level</p> <p>LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS or SWP schools with highest Per Pupil Allocation (PPE). If both programs provide evidence for one of each.</p> <p>LEAs with enrollment of 5,001 students and over: Provide evidence for two (2) TAS and two (2) SWP with the highest PPE. If one program model type, provide evidence for three (3) schools with the highest Per Pupil Allocation.</p> <p>School Level—LEAs with Multiple Title I, Part A Schools</p> <p>A. Upload School Parent and Family Engagement (PFE) Policy</p> <p>Submit two or three current (dated within the last 12 months) school-level PFE policies. Each policy must clearly describe how all required components are implemented and reflect collaboration with families.</p> <p>OR</p> <p>LEAs with one Title I, Part A school</p> <p>A. Upload Combined Parent and Family Engagement (PFE) Policy</p> <p>Submit a current, dated PFE policy that includes both LEA and school-level components. The school policy section must clearly explain how each required element is implemented and reflect collaboration with families.</p>
1.7	<p>Schoolwide Program</p> <p><i>Each Title I, Part A schoolwide school has a schoolwide plan that describes how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).</i></p>	<p>School Level</p> <p>LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) SWP schools with highest PPE.</p> <p>LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) SWP with the highest PPE.</p> <p>Upload the corresponding two (2) or three (3) current, dated Schoolwide (SWP) or School Improvement (SIP) Plans aligned with the number of schools identified above. Each plan must include the following elements:</p>

	<p>Risk Level: 3</p>	<ol style="list-style-type: none"> 1. Comprehensive Needs Assessment & Annual Evaluation Show how the plan uses needs assessment data and yearly evaluations to guide improvement. 2. Well-Rounded Educational Strategies <ul style="list-style-type: none"> Describe how the school supports all students in meeting state academic standards. Include specific actions to assist students who are not meeting grade-level expectations. 3. Consolidation of Funds Matrix Include a matrix showing all funding sources combined and how the funds support program goals.
1.8	<p>Schoolwide Program Evaluation <i>The schoolwide program progress is annually evaluated, and revised, as necessary. [Section 1114(b)(3); CFR 200.26(c)]</i></p> <p>Risk Level: 2</p>	<p>School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) SWP schools with highest PPE. LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) SWP with the highest Per Pupil Allocation. Upload two (2) or three (3) annual evaluation summaries (from the current or prior school year), aligned with the number of schools identified above. Each summary must include:</p> <ol style="list-style-type: none"> School name, evaluation date, and participants Data sources (e.g., assessments, staff/parent surveys) used to assess program strengths and gaps Summary of how the program was implemented <p>Use the following questions to guide your evaluation:</p> <ul style="list-style-type: none"> Was the Title I, Part A program effective? What worked well? What didn't work? What needs to be improved?
1.9	<p>Targeted Assistance Program (TAS) Protocols and Identification of Students <i>Each targeted assistance program meets the following criteria. [Section 1115 (b)(2)(A)-(G)]</i> AND <i>Each targeted assistance model shall identify eligible children for services through the rank order list. [Section 1112(b)(9); Sec 1115]</i></p>	<p>School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS schools with highest PPE. LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) TAS with the highest PPE. Upload two (2) or three (3) written summaries—one for each school identified above—describing the TAS program protocols. Each summary must include: Program Overview: Describe how the school identifies needs and makes decisions—include entrance and exit criteria.</p> <ol style="list-style-type: none"> Needs Assessment or SIP: Show identified areas for improvement. Rank Order List: Submit the current list of eligible students. Intervention Strategies: List instructional supports used to help identified students. Coordination of Services: Describe how Title IA supports align with general education and key transitions (e.g., PreK–Kinder).

		<p>5. Family Engagement: Describe how families are involved in planning and support.</p> <p>6. Professional Development: Include training provided to staff related to TAS.</p>
	<p>Risk Level: 2</p>	
1.10	<p>Targeted Assistance Program Evaluation</p> <p><i>The targeted assistance program is reviewed on an ongoing basis. [Section 1115(b)(2)(G)(iii)]</i></p> <p>Risk Level: 2</p>	<p>School Level</p> <p>LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS schools with highest PPE.</p> <p>LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) TAS with the highest PPE.</p> <p>Upload two (2) or three (3) annual evaluation summaries (from the current or prior school year), aligned with the number of schools identified above. Each summary must include:</p> <ol style="list-style-type: none"> 1. School name, evaluation date, and participants 2. Data sources (e.g., assessments, staff/parent surveys) used to assess program strengths and gaps 3. Summary of how the program was implemented <p>Use the following questions to guide your evaluation:</p> <ul style="list-style-type: none"> • Was the Title I, Part A program effective? • What worked well? • What didn't work? • What needs to be improved?
1.11	<p>Requirements to Address Inequity in Teacher Qualifications</p> <p><i>Under ESEA Section 1112(b)(2), Local Education Agencies (LEAs) are required to identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, out-of-field, and inexperienced teachers in Title I, Part A (Title IA) schools.</i></p> <p>Risk Level: 1</p>	<p>District Level</p> <p>A. Upload a plan that identifies and addresses disproportionality in student access to inexperienced, out-of-field, or ineffective teachers.</p> <p>Note: District Program Review leads received notification if they were required to submit this plan.</p> <p>B. If no disproportionality is identified, indicate N/A</p>

TITLE I, PART C: MIGRANT EDUCATION

Item	Description	Evidence
3.1	<p>Identified Needs <i>The LEA has addressed the special educational needs of migratory children (including preschool and Priority for Service) as identified in the State Service Delivery Plan and local needs assessment. Sec 1304(b)(1) and (d).</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <ul style="list-style-type: none"> A. Submit a narrative description that notes the procedures the local program followed to identify the academic and support needs of migratory students (PK–12 and OSY). B. Provide the percentage of migratory students served with MEP funds who met the Measurable Performance Outcomes in ELA, Math, School Readiness, and OSY/Graduation during the 2024–2025 regular school year. C. Provide copy of the most recently completed Fidelity of Strategy Implementation. <p>Building Level</p> <ul style="list-style-type: none"> D. Provide sample documentation demonstrating school building administrators, teachers, and classified staff receive regular listings of eligible migratory students, including PFS. E. Describe how staff are informed of the services eligible migratory students may receive from the Migrant Education Program that is in alignment with the approved grant application for 2025–2026.
3.2	<p>Attendance <i>The LEA has policies or procedures in place to address the attendance patterns of migratory students. RCW 28A.225.010(d); WAC 392-401-020.</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <ul style="list-style-type: none"> A. Provide a current listing of migratory students with 20 or more days absent. B. Provide a copy of LEA policy or procedures regarding attendance. C. Submit a description of a plan and process the LEA implements for migratory students to minimize the impact on their education including reengagement and support of migratory students (if applicable).
3.3	<p>Professional Learning <i>All LEA employees, including staff who provide ancillary support, have received professional development to enhance their ability to understand and appropriately respond to the needs of migratory students. Sec 1304(c)(7)(B).</i></p> <p>Risk Level: 2</p>	<p>LEA and Building Level</p> <ul style="list-style-type: none"> A. Note the date(s) in which training to all school personnel occurred that focused on understanding the migratory student lifestyle and migratory patterns of the local educational agency and strategies to address the identified needs. B. Provide a professional learning calendar that reflects the items the LEA indicated it would provide in the approved grant application. C. Provide a copy of sign-in sheets (for professional development provided within the LEA). D. Provide a sample copy of the participant evaluation and examples of ways the school building's staff have adjusted their services to migratory students.

3.4	<p>I/R Time and Flexibility <i>The Title I Part C Migrant Education Program LEA recruiter has sufficient time and flexibility to conduct identification and recruitment activities throughout the LEA boundaries. 34 CFR 200.89(c).</i></p> <p>Risk Level: 4</p>	<p>LEA Level</p> <ul style="list-style-type: none"> A. Evidence that the Identification and Recruitment Plan with projected FTE for each recruiter, has been submitted to OSPI's ID&R Program Supervisor e.g., email screenshot w/date of submission. B. Copy of recruiter log demonstrating recruitment activities outside of school building and beyond the traditional school hours. C. Copy of MSIS Certificate of Eligibility (COE) Generation report. D. Copy of MSIS Data Reporting Activities noting the number of COEs revalidated. E. Copy of letter sent by the Migrant Student Data, Reporting, and Support office of its most recent COE Re-interview results. F. Copy of participation notice from OSPI on annual required training.
3.5	<p>Records Clerk Time and Flexibility <i>The LEA's program records clerk is provided sufficient time to report the services migratory students have received into the migrant student database system (MSIS). Sec 1308 (b)(2)(A).</i></p> <p>Risk Level: 4</p>	<p>LEA Level</p> <ul style="list-style-type: none"> A. Copy of MSIS District Reporting Summary. B. Copy of each records clerk schedule <u>and FTE</u> demonstrating the timeline for collection of data and system reporting. C. Copy of notice for completing annual required training.
3.6	<p>MGS and/or MSA Activities <i>The LEA's Migrant Education Program Graduation Specialist and/or Student Advocate ensure services provided meet the identified needs of migratory students, including dropout, in alignment with state developed job descriptions. Sec 1304(b)(1).</i></p> <p>Risk Level: 2</p>	<p>LEA Level Graduation Specialist</p> <ul style="list-style-type: none"> A. Provide copy of activity sheet reflecting efforts to address the seven activities noted in approved grant application including dropouts out-of-school youth, priority for service migratory students. B. Provide the percentage rate of migratory students served by the MGS during the 2024–2025 school year (if applicable) who graduated or promoted to the next grade level. <p>LEA Level Student Advocate</p> <ul style="list-style-type: none"> C. Documentation of selection process and log activity sheet demonstrating staff is meeting the identified needs of migratory students including Priority for Service, dropouts, and out-of-school youth migratory students.
3.7	<p>Parent Advisory Council <i>The LEA consults with the Parent Advisory Council (PAC) in the planning and operation of the local program. Sec 1304(c)(3).</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <ul style="list-style-type: none"> A. Listing of Core Parent Advisory Council (PAC) members and a copy of meeting minutes with date indicating when member selection occurred. B. Copies of Certificate of Eligibility indicating the parent's child(ren) are eligible for the program at the time of election/appointment to the Core PAC. C. Copy of minutes/notes of meeting where program planning took place.
3.8	<p>Academic Services <i>Activities charged are allowable. Uniform Guidance CFR 200.29</i></p>	<p>LEA Level</p>

	Risk Level: 2	A. Submit a sample of schedule of MEP-funded staff who provide academic support and the listing of migratory students served noting content area that is in alignment with approved grant application.
3.9	High School Graduation <i>The LEA provides wrap around support for migratory secondary-age students with multi-tiered systems of support. State Service Delivery Plan 2021–2024</i> Risk Level: 3	LEA Level A. Provide the percentage of migratory students on course to graduate within their expected year of graduation. B. Provide the percentage of migratory students Grades 9–12 receiving MEP program services. C. Describe the multi-tiered systems of support provided to high school migratory students to ensure their migratory lifestyle does not adversely impact their credit accrual toward graduation requirements.
3.10	Out-of-School Youth <i>The LEA provides outreach to Out-of-School Youth and dropouts, ages 16–21, to increase participation in MEP services and advocacy to other available resources. State Service Delivery Plan 2021–2024</i> Risk Level: 3	LEA Level A. Provide a listing of migratory students identified as out-of-school (ages 16–21) and drop out. B. Describe the process used to identify OSY student needs and the services provided. Include the names of staff, their titles, and a list of other organizations that assisted in providing supports and services designed to meet the identified need. C. Provide a copy of the MSIS Supplemental Services Report reflecting services provided with MEP funds.
3.11	Health Supports <i>The LEA provides and/or partners with available Federal, State, and local programs for supplemental health and social services to all eligible migratory children with identified health or social needs. State Service Delivery Plan 2021–2024.</i> Risk Level: 2	LEA Level A. Describe the process used to identify the supplemental health needs of migratory students, including OSY and dropout migratory students. B. Provide a summary of the supplemental health supports and services provided to eligible migratory students by staff designated to support this effort in the approved grant application.

TITLE I, PART D: NEGLECTED AND DELINQUENT

Item	Description	Evidence
4.1	<p>Annual Count <i>The LEA ensures documented records are kept on file of students reported for the current year's entitlement in the Title I, D Annual Report. Sec. 1412 and state and local non-regulatory guidance for A-2 and L-2.</i></p> <p><i>This count should be done by the basic education provider in conjunction with the facility, with both giving input. Do not only count the students in the education program but rather count all youth who have come into the facility during the specified time period.</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level Note: Documentation must include entry and exit dates for each student (do not include student names), and the final document must be signed and dated by the LEA and by the facility administrator.</p> <p>Title I, Part D, Subpart 1 (FP 209) Grantees ONLY</p> <p>A. Provide the process grantee uses to document Title I, D Annual counts in EGMS for Progress Report FP 260.</p> <p>B. Provide a copy of the documented students reported on the Annual Counts submitted in EGMS in FP 260 Progress Reports. Include totals at bottom of list.</p> <p>Title I, Part D Subpart 2 (FP 208) Grantees ONLY</p> <p>C. Provide the process grantee uses to document the Title I, D Annual Counts for Progress Report FP 261 in EGMS.</p> <p>D. Provide a copy of the documented students reported on the October (local) Annual Counts submitted in FP 261 Progress Reports (do not include student name). At end of form, list unduplicated number, duplicated number, highlight 18-year-olds, give number of eligible at bottom.</p> <p>Education Advocate Program (FP 452) Grantees ONLY</p> <p>E. Provide the process grantee is using to document the Title I D students enrolled in program to date at time of review.</p> <p>F. Provide a sample copy of the master file kept to document students' eligibility and progress.</p>
4.2	<p>Unique Needs and Activities <i>The LEA ensures the program serving Title I, D students address their unique needs. Sec 1423(5).</i></p> <p><i>The LEA ensures all activities being provided with Title I, D funding is assisting youth to stay in school, re-enter school successfully, or find employment. Sec 1418.</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level Title I, Part D Subparts 1 & 2 and Education Advocate (FP 208, 209, and 452) Grantees</p> <p>A. List all supplemental Title I, D activities provided under the grant.</p> <p>B. List all corresponding needs these services (A) are addressing.</p> <p>C. List all Title I, D supplemental services which assist youth to find employment and how these services assist them.</p> <p>D. List all Title I, D supplemental services that assist youth to re-enter or to stay in school.</p> <p>Note: A table delineating Title I, D activities, needs addressed, focus on job, and focus on school, may be useful.</p>
4.3	<p>Transition Services</p>	<p>LEA Level</p>

	<p><i>The LEA ensures that at least 15% and no more than 30% of the current year entitlement of Title I, D is spent on transition services. Sec 1418 and Non-regulatory guidance K-1. – 209 State Grantees Only</i></p> <p>Risk Level: 1</p>	<p>Title I, Part D Subpart 1 (FP 209) Grantees ONLY</p> <p>A. List all transition services provided with 15-30% of Title I, D funds.</p> <p>B. Provide the dollar amount of funding being used for transition services.</p> <p>C. Provide the percentage of the total grant used to provide these transition services.</p> <p>Education Advocate (FP 452 Grantees) Grantees ONLY</p> <p>D. List all transition services provided with the Title I, D funds (i.e., school served/geographical location and how services are prioritized).</p> <p>E. Provide the dollar amount of funding being used for direct service staff providing transition services.</p>
4.4	<p>Data on Reducing Dropouts</p> <p><i>The LEA ensures tracking of progress in reducing dropout rates and increasing the number of children and youth returning to school, obtaining diplomas, or obtaining employment over a three-year period. Sec 1426.</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level</p> <p>Title I, Part D Subpart 1 & 2 and Education Advocate (FP 208, 209, 452) Grantees</p> <p>A. Provide a completed three-year spreadsheet including all outcomes as reported on the End-of-Year report data.</p> <p>B. Provide a written analysis of the above three-year data explaining the reduction or increases in:</p> <ol style="list-style-type: none"> 1. Youth returning to school. 2. Youth obtaining high school diplomas. 3. Youth obtaining employment. 4. Academic score improvements.
4.5	<p>Tracking Progress</p> <p><i>The LEA ensures tracking of progress in increasing the number of children and youth returning to school, obtaining diplomas, or obtaining employment over a three-year period. Sec 1426.</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level</p> <p>Title I, Part D Subpart 1 & 2 (FP 208 and 209) Grantees ONLY</p> <p>Note: Do not provide a blank template. Tracking must include where data obtained, dates and per what document (i.e., CEDARS).</p> <p>A. Provide the completed tracking sheets used to document and report where students transitioned after leaving school (do not include student names).</p> <p>B. Provide a written explanation of the process used for tracking students as they transition after leaving.</p> <p>Education Advocate (FP 452) ONLY</p> <p>Note: Do not provide a blank template. Tracking must include where data obtained, dates and per what document (i.e., CEDARS).</p> <p>A. Provide the tracking sheet used to document and report where students are returning to school, obtaining diplomas, or obtaining employment.</p> <p>B. Provide a written explanation of the process used for tracking students.</p>
4.6	<p>Program Evaluation</p>	<p>LEA and Building Level</p>

	<p><i>The LEA ensures the program is evaluated in order to determine the impact on student achievement and transition and how the results will be used to plan and improve the program. Sec 1431 and Non-regulatory guidance R-1.</i></p> <p>Risk Level: 1</p>	<p>Title I, Part D Subpart 1&2 and Education Advocate (FP 208, 209, 452) Grantees</p> <p>A. Provide the steps being used to evaluate the Title I, D program.</p> <p>B. Explain how the results of the evaluation will be used to plan and improve the program.</p> <p>C. Provide evidence of program evaluation activities (3–5 sample documents), e.g., meeting minutes and agendas with sign-in sheets.</p>
4.7	<p>Comparable Programming</p> <p><i>The LEA ensures that the educational program is comparable to the other academic programs for the same age-group. Sec 1423(3).</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level</p> <p>Title I, Part D Subpart 1 & 2 (FP 208 & 209) Grantees ONLY</p> <p>A. Provide a basic explanation paragraph of how basic education in the facility is comparable to other academic programs in the community school.</p> <p>B. Provide evidence (3–5 samples) that the basic education program is comparable to the LEA’s programs for the same age-group, e.g., district-adopted curriculum and texts, sign-in sheets showing participation in professional development activities, LEA school improvement committee meetings.</p>
4.8	<p>Parent Involvement</p> <p><i>The LEA ensures parent involvement in efforts to improve educational achievement. Sec 1423(8).</i></p> <p>Risk Level: 1</p>	<p>LEA and Building Level</p> <p>Title I, Part D Subpart 1 & 2 and Education Advocate (FP 208, 209, 452) Grantees</p> <p>A. Provide a list of parent/guardian involvement activities, offerings, or resources taking place in the current year.</p> <p>B. Provide evidence of how parents are encouraged to participate (3–5 sample documents), e.g., open house fliers, sign-in sheets, resource fliers, home visits, activities.</p>

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

Item	Description	Evidence
6.2	<p>Evidence Base for Plan</p> <p><i>Professional Learning using Title II, Part A funds must be evidence-based (SEC. 2103 (b)(3)(E)(P)). The LEA must review evidence demonstrating that professional learning will have a statistically significant positive impact on students. This evidence can range from a well-designed research study to a rationale based on positive evaluation findings.</i></p> <p>Sec. 8101 (21)(A).</p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Provide copies of the evidence used to select the previous school year's Title II, Part A funded professional learning activities, strategies, or interventions for each approved professional learning plan in the Consolidated Grant Application (CGA). The approved professional learning plans can be found in last year's Form FP 239 - Title II, Part A - Supporting Effective Educators (part of the ESEA Consolidated Grant Application 2024-25) under Section 3: Student Achievement Plan (3a-Meeting State Standards and 3b-Other Academic Needs).</p> <p>If there are more than three approved professional learning plans, only report on the three that used the most Title II, Part A funding.</p> <p>The attachment must be in PDF form (not a link) and can be:</p> <ul style="list-style-type: none"> • A published quantitative or qualitative research study, or • A case study from an education journal, or • A positive program evaluation from a comparable school district <p>B. Provide a short "Note" with:</p> <ul style="list-style-type: none"> • Name of the Professional Learning Plan (same as on the CGA), and • Projected Outcome (from the CGA), and • A two to three sentence explanation on how the submitted evidence was used to determine Title II, Part A funded activities, strategies, or interventions would produce the desired outcome.

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

Item	Description	Evidence
7.1	<p>Identification and Notification Procedures for MLs <i>LEA procedural document (identification, screening, reporting data to CEDARS, notification to parents, communication to registrars), evidence of training of responsible staff, and evidence of maintenance of comprehensive ML subfile within student cumulative file.</i></p> <p>Risk Level: 4</p>	<p>LEA Level Identification Procedures Document A. LEA provides a comprehensive procedural document or the section from the ML Program Planning template that outlines the procedures for:</p> <ul style="list-style-type: none"> • Identification • Screening • Reporting data to CEDARS • Family notification • Communication with registrars and those responsible for student ML cumulative file updating • Monitoring the PENR • Handling parent requests to waive services <p>Training of Staff B. LEA provides evidence of training/updating staff who register students, manage and report data to SIS and CEDARS, and manage and update students' ML subfiles within student cumulative files.</p> <p>Student Cumulative Files C. OSPI provides a list of students at or before the LEA Introductory Meeting. LEA submits one electronic file per student which contains:</p> <ul style="list-style-type: none"> • Required coversheet (template provided) • Home Language Survey (HLS) • Official screener score sheet • Initial Parent Notification letter • Most recent three years of annual score reports (as applicable) • Most recent three years of parent notification letter of eligibility (as applicable) • Parent notification of transition from services (as applicable) • Parent request for waiver of services (as applicable)
7.2	<p>English Language Development Services <i>Descriptions AND evidence that ELD services (designated ELD and meaningful access to content) are being provided for all eligible ML students.</i></p>	<p>LEA Level Annual School Board Approval of TBIP A. LEA submits document(s) from school board indicating clearly when the ML services program (TBIP) for the current school year has been approved. If the Board has not met to approve the current school year as of the submission date, LEA submits evidence from the previous school year. WAC 392-160-027:</p>

		<p>Evidence of Implementation of ELD Services</p> <p>B. OSPI provides a list of specific schools at or before the introductory meeting for which detailed evidence will be submitted. LEA submits one electronic file per building containing:</p> <ul style="list-style-type: none"> Narrative description of English Language Development services and meaningful access to content for multilingual learners, including Multilingual Learners with disabilities. The narrative should include how ELD instruction is planned, what instruction looks like, who delivers instruction, and what instructional resources and strategies are used. <p>Evidence to demonstrate implementation:</p> <ul style="list-style-type: none"> schedules images of visuals, strategies used in unit/lesson plan(s) use of paraeducators Collaboration between ML staff and classroom/content teachers, paraeducators For students with disabilities, how does the IEP align with language needs; how does the Multilingual Specialist/Teacher participate in the development of IEP goals?
7.3	<p>Progress Monitoring & Tiered Supports</p> <p><i>Descriptions AND evidence that LEA has implemented a process for monitoring student progress, analyzing student data, and providing appropriate academic supports for qualifying and exited MLs for academic grade-level achievement.</i></p> <p>Risk Level: 3</p>	<p>Process for Multilingual Learners</p> <p>A. LEA submits a narrative description of how the LEAs MTSS system addresses multilingual learners.</p> <p>The narrative should include:</p> <ul style="list-style-type: none"> MTSS Team Universal Screening for MLs and pre-referral process Interventions that include English Language Development support Progress Monitoring for MLs <p>Monitoring of Exited MLs Description of Process</p> <p>B. LEA submits a narrative/description of the process used to determine which former/exited MLs need assistance in reaching grade-level performance in academic/content areas. Include a list of supports available to exited students by content area.</p> <p>Evidence of Analysis of Academic Data</p> <p>C. LEA submits a document (such as a spreadsheet) indicating:</p> <ul style="list-style-type: none"> List of all students who exited within the past two years Data used to determine that the student is performing at grade level
7.4	<p>Staffing and Professional Learning</p> <p><i>Qualifications of teachers who design, oversee, and provide designated English Language Development (ELD) services and qualifications of paraeducators who assist teachers in providing ELD services.</i></p>	<p>LEA Level Staff Qualifications</p> <p>A. LEA submits a list (spreadsheet or OSPI provided template) of all teachers providing designated ELD (including teachers outside of endorsement area, conditional cert, lifetime cert, working towards endorsement). List to include:</p>

	<p>Professional Learning <i>Evidence of provided professional learning and implementation into classroom practices. Must include WIDA ELD Standards Framework training and implementation.</i></p> <p>Risk Level: 3</p>	<ul style="list-style-type: none"> • Teacher name • Endorsement • Certification number • Teaching assignment • Co-planning partners (as applicable) • FTE per funding source(s) for salary (Basic Ed, TBIP, Title III, other-specify) • for non-endorsed teachers, evidence of ongoing training relating to the delivery of ML services. <p>Use of Paraeducators</p> <p>B. LEA submits a description of the expectations and responsibilities of paraeducators (within the identified specific buildings) when providing supplemental ELD services (may use OSPI provided template). Descriptions to include each of the following:</p> <ul style="list-style-type: none"> • Annotated schedule (example) • Resources used • How instruction is planned and by whom • How students are grouped (as applicable) • How responsibilities and expectations are communicated to paraeducators and by whom • How paraeducators are trained (detailed explanations) <p>Professional Learning</p> <p>C. LEA submits one file per PL delivered over the past 1–2 years to include:</p> <ul style="list-style-type: none"> • Cover sheet (OSPI provided template) • Agenda • Materials/handouts provided to participants • Slide deck • Number of participants by role • Evidence of participation (sign-in sheet) • Implementation evidence (walkthrough notes, coaching cycle notes, pictures of classroom evidence)
7.5	<p>Use of TBIP Funds <i>Evidence of how TBIP funds are used supplementally to support the basic ed required services for Multilingual Learners.</i></p> <ul style="list-style-type: none"> • TBIP • Title III • Immigrant Grant 	<p>LEA Level</p> <p>TBIP Grant</p> <p>A. Submit a narrative describing the criteria used to identify allowable expenses under TBIP.</p> <p>B. Two-month transaction recap of current year TBIP expenditures.</p> <p>C. LEA uploads document(s) which indicate(s):</p> <ul style="list-style-type: none"> • Process by which proposed grant expenditures are approved. • Name and role of the individual responsible for ensuring only allowable expenditures are approved. • How the district ensures that TBIP funding is supplemental to basic education and is not supplanting. <p>Title III Grant</p>

		<p>Implementation of the Title III plan</p> <p>D. LEA provides a short narrative describing activities completed this year using Title III funds to support ML students and explaining the evidence included. Evidence will depend on activities in the grant application and could include:</p> <ul style="list-style-type: none"> • Contracts • Time and effort • Roster of students served in Title III-funded activities (such as summer school) • Purchase orders • Sign-in sheets • Invoices • Other evidence <p><i>(This evidence may have been uploaded under another item. If so, indicate a comment in the narrative about the evidence that applies and where it is uploaded.)</i></p> <p>Immigrant Grant</p> <p>E. LEA provides a short narrative describing activities completed this year using Immigrant Grant funds to support ML students and explaining evidence included. Evidence will depend on activities in grant application and could include:</p> <ul style="list-style-type: none"> • Contracts • Time and effort • Roster of students served in Title III-funded activities (such as summer school) • Purchase orders • Sign-in sheets • Invoices • Other evidence <p><i>(This evidence may have been uploaded under another item. If so, indicate a comment in the narrative about the evidence that applies and where it is uploaded.)</i></p>
7.6	<p>Program Evaluation LEA annual program evaluation</p>	<p>LEA Level</p> <p>Annual Analysis of Program Data</p> <p>A. LEA submits a three-year summary of ML outcome data to include:</p> <ul style="list-style-type: none"> • Three years of ML exit rate • Three years of graduation rate • Three years of ELA, Math met standard rate (for MLs two years exited) • Three years of 9th grade on track data • Evidence of analysis of data (may use OSPI Program Evaluation or district-created template) to include: <ul style="list-style-type: none"> • Identification of trends/patterns noted in three-year data • Action plans/steps to address improvements needed • List of Participants (by role) in the annual program evaluation process

	<p>Risk Level: 3</p>	<p>Evidence of Feedback Elicited from Students, Families, and Staff</p> <p>B. LEA submits evidence of feedback/input from students, families, and staff specific to program data analysis and plans for improvement.</p>
7.7	<p>Family and Community Engagement <i>District process for family and community engagement.</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. LEA submits a narrative/description of how families and community are engaged in ML student learning and a description of attached evidence.</p> <p>B. LEA submits at least 3 pieces of evidence at the school or district level of family and community engagement activities such as:</p> <ul style="list-style-type: none"> • Agendas or presentation slides for events that engage families in learning about how to support their student's academic progress • Announcements in relevant languages and multiple formats (e.g., emails, flyers, calls, texts, radio announcements). • Sign-in sheets or attendance lists for events • Family feedback
7.8	<p>Title III Funded Language and Literacy Services for Eligible American Indian/Alaska Native (AI/AN) Students <i>LEA procedural document (identification, determination of at-risk status, notification and permission to screen, services, reporting data to SIS and CEDARS, notification to families, communication to registrars), and evidence of maintenance of comprehensive Title III subfile within student cumulative file.</i></p>	<p>LEA Level</p> <p>Identification Procedures Document</p> <p>A. LEA provides a comprehensive procedural document that outlines the procedures for:</p> <ul style="list-style-type: none"> • Identification of AI/AN students • Determination of academic at-risk status (determining academic at-risk status as a pre-requisite for screening is unique to AI/AN students) • Family notification and permission to screen (obtaining permission to screen for Title III-funded services is unique to AI/AN students) • Screening process • Reporting data to SIS and CEDARS • Family notification of eligibility • Communication with registrars and those responsible for student cumulative file updating • Monitoring the Possible Eligible, Not Reported (PENR) • Handling parent requests to waive services <p>Evidence of Analysis of Academic At-Risk Status</p> <p>B. LEA submits a list (spreadsheet or OSPI provided template) of ALL AI/AN students. List provides:</p> <ul style="list-style-type: none"> • Evidence of analysis for academic risk • Indication of which students were screened and qualified for Title III-funded supplementary language and literacy support services. <p>Evidence of Title III-Funded Supplementary Language and Literacy Services Which Align to ONE Expectations</p>

	<p>Risk Level: 4</p>	<p>C. Evidence of Title III-funded services indicated in the Title III portion of Consolidate Grant Application or Title III Consortium Application. Must include at least one of the following:</p> <ul style="list-style-type: none"> • Unit/lesson plans indicating language and literacy focus when using Since Time Immemorial (STI) or NW Native American Reading Curriculum • Professional learning on implementing language and literacy focus of STI or Tribal History curriculum • Family nights with evidence of integration of language and literacy supports when using STI • Literacy activities in preparation for Canoe Journey or other Tribal-specific gatherings • Other (must submit evidence of ONE approval)
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TITLE V, PART B: RURAL EDUCATION

Item	Description	Evidence
9.1	<p>Identified Needs</p> <p><i>The LEA uses funds to address the unique needs of their LEA, which may (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. Sec 5202, Sec 5224</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Describe the activities performed during the 2025–26 school year (as proposed in the approved EGMS Consolidated Grant Application) through the REAP Alternative Fund Use Authority or the Rural and Low-Income Schools grant.</p> <p>B. Describe how the performed activities addressed the unique needs of the LEA (See description for the meaning of “unique needs.”).</p> <p>C. Describe how the performed activities affect student progress towards meeting or exceeding the challenging state academic standards.</p>
9.2	<p>Rural Education Initiative</p> <p><i>The LEA may use applicable funding to carry out activities authorized under any of the following provisions: REAP – Title I, Part A; Title II, Part A; Title III; Title IV, Parts A or B; (Sec 5211) RLIS – Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Parental Involvement Activities. Sec 5222</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Provide evidence that demonstrates activities performed as identified in the approved application. Examples of evidence may include: Purchase Requests, Invoices, Time and Effort Reports, Professional Development Sign In Sheets, Contracts, etc.</p>

TITLE IX: MCKINNEY-VENTO HOMELESS EDUCATION

Item	Description	Evidence
10.1	<p>LEA Policy <i>The LEA has developed, reviewed, and revised policies to remove barriers to the enrollment and retention of homeless children and youths in schools.</i></p> <p><i>McKinney-Vento Sections:</i> 722(g)(1)(/), 722(g)(7)(A,B,C), 722(g)(7)(J)(i), 722(g)(3)(A)(i,ii), 722(g)(3)(C), 722(g)(3)(D)(i,ii)</p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. One copy of the LEA's adopted, comprehensive policy related to serving the educational needs of homeless children and youth in accordance with the McKinney-Vento Act. Evidence must include the most current (2019) WSSDA sample policy 3115 or equivalent.</p>
10.2	<p>Dispute Resolution <i>When a dispute arises regarding the enrollment of a homeless child or youth, the LEA follows Washington State's homeless enrollment dispute process according to the McKinney-Vento Act. McKinney-Vento Section 722(g)(3)(E)(i,ii,iii,iv)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. A copy of the most current OSPI Homeless Dispute Resolution Process: OSPI Homeless Education Resources (dated 2021)</p>
10.3	<p>Transportation <i>The LEA ensures that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin.</i> <i>McKinney-Vento Section 722(g)(1)(J)(iii)(I, II)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Completed forms, written agreements, transportation request forms, in lieu agreements, etc., to show evidence of coordinated transportation services. Includes type of transportation service provided, any arrangements or agreements with neighboring LEAs, start and stop dates, etc.</p>
10.4	<p>LEA Liaison <i>The LEA has a designated homeless liaison, who is able to carry out the duties described in the McKinney-Vento Act and who has participated in PD and other technical assistance activities as determined appropriate by OSPI, to assist with identification, enrollment, attendance, and academic success of homeless children and youth.</i> <i>McKinney-Vento Section 722(g)(7)(J)(ii) and 722(g)(7)(J)(I)(iv)</i></p>	<p>LEA Level</p> <p>A. Name/title of liaison</p> <p>B. Liaison FTE is provided, and capacity is sufficient to fulfill all liaison duties outlined in the McKinney-Vento Act. (Evidence may include a written statement describing the staff time specifically dedicated to fulfilling liaison duties as described in law; or a completed attestation regarding the fulfillment of McKinney -Vento liaison duties and information related to the</p>

	<p>Risk Level: 3</p>	<p>liaison FTE. Sample available on OSPI Homeless Education website under the "resources" link: Statement of Attestation)</p>
10.5	<p>Identification of Students</p> <p><i>The LEA's homeless liaison ensures that homeless children and youth are identified and enrolled by school personnel and through coordination activities with other entities and agencies.</i></p> <p><i>McKinney-Vento Section 722(g)(6)(A)(i)</i></p> <p><i>The LEA ensures that the liaison for homeless education children and youths has participated in PD and other technical assistance activities as determined appropriate by OSPI.</i></p> <p><i>McKinney-Vento Section 722(g)(1)(J)(l)(iv)</i></p> <p><i>The LEA liaison for homeless children and youth shall ensure that school personnel receive PD and other support.</i></p> <p><i>McKinney-Vento Section 722(g)(6)(A)(ix)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Evidence that LEA has adopted a student housing questionnaire that is disseminated to all families in the LEA at least annually (provide completed forms).</p> <p>B. Evidence that LEA liaison has attended OSPI (or similar) training regarding the rights of homeless students and the appropriate identification of homeless students.</p> <p>C. Evidence that LEA staff participates in training provided by the LEA homeless liaison or other trained staff regarding compliance with McKinney Vento, rights of homeless students, etc. (Evidence may include sample materials used in LEA-level McKinney-Vento training, sign-in sheets, certificates of attendance, agendas, etc.)</p> <p>Building Level</p> <p>D. Evidence that building staff members including building points of contact receive routine McKinney-Vento training, and homeless students are actively identified and immediately served. Evidence may include training logs, sign-in sheets, sample materials, building level intake materials, housing questionnaires, parent information, etc.</p>
10.6	<p>Enrollment, Intake, and Access</p> <p><i>The LEA's homeless liaison ensures that homeless children and youths enroll in and have a full and equal opportunity to succeed in, schools in the LEA; and homeless families receive referrals for services, and parents/guardians are informed of educational and related opportunities for students as well as meaningful opportunities for parental involvement.</i></p> <p><i>McKinney-Vento Section 722(g)(6)(A)(i)-(vi), and SSB 6074, WA State Laws of 2074, ch. 272</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Evidence of completed intake forms (separate from housing questionnaire) specific to homeless students (form used to determine homeless student's needs, provide referrals for services such as medical, dental, housing, and mental health, and inform parents and unaccompanied youth of available LEA services and supports).</p>
10.7	<p>Unaccompanied Homeless Youth: Higher Education/FAFSA</p> <p><i>Each LEA liaison for homeless children and youth shall ensure that unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as other students, are informed of their status as independent students per the Higher Education Act of 7965, and that the youths obtain assistance from the LEA liaison to receive verification of such status for purposes of the FAFSA (Free Application for Federal Student Aid) McKinney-Vento Section 722(g)(6)(A)(x)(I, II, III)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Evidence of verification letters to show independent student status for purposes of FAFSA completion.</p> <p><i>Evidence to include copies of letters provided to high school students seeking support in accessing higher education, or template if no currently identified independent students. If so, you must upload a statement that there are no currently identified students.</i></p>

<p>10.8</p>	<p>Early Childhood <i>The LEA's homeless liaison ensures that homeless families, children, and youths receive educational services for which they are eligible, including Head Start and Even Start programs and preschool programs administered by the LEA.</i> <i>McKinney-Vento Section 722(g)(6)(A)(iii)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Evidence of coordination between the LEA's McKinney-Vento program and the LEA's preschool program(s). Evidence may include proof of preschool staff training, copies of homeless education parent resources, completed housing questionnaires.</p> <p>B. Evidence that young homeless children are enrolled in preschool programs administered by the LEA. Evidence may include enrollment forms, referral logs, documentation of coordination of LEA early learning programs and community preschool supports, or referrals for special services for young homeless children under Title I, PartC. If no young children experiencing homelessness have been identified, please state that by uploading a comment.</p> <p>C. Evidence that the LEA's Child Find notice includes language specific to homeless students. (Sample can be found on the OSPI Homeless Education Resources.)</p>
<p>10.9</p>	<p>Community Collaboration <i>The LEA shall coordinate the identification and provision of services with local social service agencies and other agencies or programs providing services to homeless children and youth and their families, including those funded under the Runaway and Homeless Youth Act, other local education agencies, state and local housing agencies, and others.</i> <i>McKinney-Vento Section 722(g)(5)(A)(B)(C)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Evidence that the LEA has coordinated services through ongoing and regular contact with community agencies and entities, e.g., service groups, social service agencies, faith communities, etc. Evidence must demonstrate coordination beyond routine community donations to schools such as food baskets, coats, etc. Evidence may include presentations provided to community groups, logs, meeting minutes, correspondence, agendas, etc., to show that the LEA actively works with and informs community organizations regarding the identification and support of homeless children and youth.</p>
<p>10.10</p>	<p>Posting of Rights and Parent Information <i>The LEA's homeless liaison ensures that public notice of the educational rights of homeless children and youth is disseminated where such children and youths receive services (schools and community).</i> <i>McKinney-Vento Section 722(g)(6)(A)(vi); SSB 6074, WA state Laws of 2074, ch. 272</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Evidence of NCHE posters in all LEA buildings and in the community, brochures, homeless student rights and contact information for the district homeless liaison posted on LEA website, etc. Evidence should also appear throughout the community where homeless people are likely to see them. e.g., public libraries, shelters, soup kitchens, etc. They can be ordered on the Homeless Education Posters and Brochures for Outreach.</p> <p>B. Evidence of the NCHE parent brochure readily available in all school buildings. The NCHE parent brochure titled, "What You Need to Know to Help Your Child in School" can be ordered on the Homeless Education Posters and Brochures for Outreach.</p> <p>C. Evidence of any additional McKinney-Vento parent information regarding services and supports for students experiencing homelessness (to be disseminated beginning of school year and upon enrollment).</p>

CAREER AND TECHNICAL EDUCATION (CTE)

Item	Description	Evidence
12.1	<p>State CTE Approval/Frameworks</p> <p>The LEA improves the academic and technical skills of students participating in career and technical education programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure a well-rounded education (Perkins V – Sec. 133 (b)(4)).</p> <p>The LEA supports integration of academic skills into CTE programs and programs of study (Perkins V – Sec. 135 (b)(3)). RCW 28A.230.300 mandates “. . . each school district that operates a high school must, at a minimum, provide an opportunity to access an elective computer science course that is available to all high school students.”</p> <p>Public high schools must inform students and their parents or guardians about ways to meet graduation requirements through equivalency courses. The LEA must offer access to at least one statewide Career and Technical Education (CTE) equivalency course. (CTE High School Course equivalencies – RCW 28A.230.097).</p> <p>The LEA meets state approval requirements through course and program approval. (Career and Technical Education – Plans – Standards – RCW 28A.700.010 – Career and technical education—Plans—Standards—Technical assistance—Leadership development).</p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Using your 2024–2025 Verification Report, provide the following information for all CTE courses in the district program:</p> <p>Identify Courses Offered (2024–2025)</p> <ul style="list-style-type: none"> • Including Course Application ID # <p>Equivalency Information:</p> <ul style="list-style-type: none"> • State equivalency (if applicable) • Local equivalency (if applicable) • Type of academic credit offered <p>Computer Science Credit (if applicable):</p> <ul style="list-style-type: none"> • Identify which course(s) is offered as a Computer Science credit (RCW 28A.230.300) <p>Additional Requirements (for preparatory courses only):</p> <ul style="list-style-type: none"> • Industry Recognized Credential (IRC) • Dual credit offerings <p>(See OSPI CTE PRS 12.1A Optional Resource)</p> <p>B. Evidence of how the district informs students and their parents or guardians about ways to meet graduation requirements through equivalency courses. Evidence must include one of the following:</p> <ul style="list-style-type: none"> • Course Catalog(s) • Registration Portal • Guidance Counselor Meetings • Website/ Digital Tools • Print Material • Events/ Information Sessions • Newsletters/ Email or mail <p>NOTE: The course approval ID number does not show approval of the course, only that the application has been submitted.</p>
12.2	<p>Community and Educational Partnerships and Program Evaluation</p> <p>The LEA ensures that parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, parents and students, representatives of Indian Tribes and Tribal organizations, representatives of special populations (as defined in Perkins V), and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs (Perkins V – Sec. 134 (d)).</p>	<p>LEA Level</p> <p>A. Signed copies of the 2024–25 Program Evaluations for each CTE program offered in the district. The evaluations must include all 16 Criteria.</p> <p>(See OSPI CTE PRS 12.2A Example Program Evaluation)</p> <p>NOTE: At minimum, CTE Director and Advisory Chair signatures are required.</p>

	<p>The LEA develops and implements evaluations of the activities carried out with funds (Perkins V – Sec. 135 (b)(6)). The LEA evaluates annually, using the district’s local adjusted levels of performance and CTE activities in its program (RCW 28A.700.010 and RCW 28A.150.500 - Educational agencies offering vocational education programs – local advisory committees).</p> <p>Risk Level: 2</p>	
12.3	<p>Special Populations</p> <p>The LEA provides activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; prepare students for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations (Perkins V – Sec. 134 (b)(5)).</p> <p>Special populations defined in Perkins V (Sec. 3 (48)) include:</p> <ul style="list-style-type: none"> • Individuals with disabilities; • Individuals from economically disadvantaged 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. <p>The LEA incorporates strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations (Perkins V – Sec. 134 (C) (2)(E)(i)).</p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. Evidence of how the district is addressing barriers to enrollment (assurance of equal access) in CTE courses, for special populations (as defined under Perkins V). Evidence must include one of the following:</p> <ul style="list-style-type: none"> • Photographic evidence of modifications, ensuring ADA accommodations are met • Instructional aids and devices • Examples of modified curriculum (I.e., English Learners) • Samples of targeted communication to students or families • Copies of Special Education transition plans • Samples of targeted career guidance • Documentation of internship or work experience, or targeted professional development <p>B. Evidence of support offered to CTE students. Evidence must include one of the following:</p> <ul style="list-style-type: none"> • Tutorial services • Language assistance • Section 504 plans • Individualized Education Program (IEP) • Achievement evaluations for special populations (Limited English Proficiency, students in foster care, individuals preparing for non-traditional fields, etc.) • Documentation of specialized instructional support personnel or paraprofessionals
12.4	<p>CTE Personnel</p> <p>The LEA supports the recruitment, preparation, retention, and training (including professional development) of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements. This recruitment, preparation, and retention includes individuals from groups underrepresented in the teaching profession (Perkins V – Sec. 135 (b)(2)(c)).</p>	<p>LEA Level</p> <p>A. District reviews and verifies that all teacher certifications match the courses taught in the 24–25 SY by that instructor.</p> <p>Evidence must include a list of the teachers with the following information:</p> <ul style="list-style-type: none"> • Full Name • Certificate # • V-Code(s) • List of courses taught including CIP code

	<p>CTE courses are taught by properly CTE certified instructors. Conditionally certified teachers complete a written training plan developed in coordination with the CTE administrator and the CTE advisory committee (WAC 181-77-014).</p> <p>Risk Level: 3</p>	<p>(See OSPI CTE PRS 12.4A Optional Resource)</p> <p>B. For courses taught by staff with Conditional Certifications: documentation that the Superintendent or CTE Director along with the local advisory committee determined the conditional certified educator is competent and qualified for the assignment. Evidence may include re-posting position annually evidencing recruitment of qualified instructors AND confirming through the advisory committee minutes the re-approval or approval of the hiring of conditionally certified staff member(s) for the position(s).</p> <p>C. Proof of a written training plan for any conditionally certified instructor approved by the local advisory board for the program area the instructor is assigned. Training plan(s) must include the following:</p> <ul style="list-style-type: none"> • CTE Conditional Certificate Endorsement • Procedures and timelines to meet requirements for the Initial CTE Certification or renewal (WAC 181-77-04) • Requirements and timeline for the Initial CTE Certification • Additional requirements based on subject area(s) • Steps or outline of methods to complete training needed for Initial CTE Certification • Instructor's signature and date signed • CTE Administrator's signature and date signed <p>(See OSPI CTE PRS 12.4C Optional Resource)</p> <p>NOTE: Professional Growth Plans do not meet the requirements as evidence.</p>
12.5	<p>Leadership, Employability, and Extended Learning Opportunities</p> <p>The LEA provides students with leadership skill development opportunities available at the local, state, national, and international level, accessed through extended learning opportunities as defined as learning activities that extend beyond the scheduled school day and/or school year (CTE State Program Standards).</p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. List of Career and Technical Student Organizations (CTSOs) and equivalency leadership programs available in each school, identified by:</p> <ul style="list-style-type: none"> • course program area and • assigned instructor. <p>(See OSPI CTE PRS 12.5A Optional Resource)</p> <p>B. For each CTSO: A copy of the 2024–25 official membership rosters (or) paid invoice for 2024–25 AND a copy of the locally aligned Program of Activities/Program of Work on the appropriate CTSO template.</p> <p>C. For each equivalent leadership program: A copy of the completed 2024–25 Program of Activities/Program of Work on the required OSPI Student Leadership Equivalency template.</p> <p>(See Leadership and Extended Learning Templates)</p>

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

Item	Description	Evidence
13.1	<p>ESEA Consultation <i>The LEA has complied with the requirements for timely and meaningful consultation with private school officials for all federal programs requested by private schools. ESEA 8501(1) and 1117(a)(b)</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Provide a brief description of the LEA's process to contact and assist private schools in completing their intent to participate in the Private Participation in Federal Programs application in the EDS tool.</p> <p>B. Provide a brief description of the initial and ongoing consultation process, and include evidence such as letters, agendas, meeting notes, sign-in sheets, etc.</p>
13.2	<p>Complaint Process <i>The LEA has explained the complaint process to private school officials. ESEA 8501(c)(6), 8503, and 1117(b)(2)</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Evidence the <i>OSPI Complaint Procedures for Private Schools Participating in Federal Programs</i> has been explained to private school officials (e.g., agenda, email).</p> <p>B. Copy of the <i>OSPI Complaint Procedures for Private Schools Participating in Federal Programs</i> that is distributed to private schools.</p>
13.3	<p>Professional Development (PD) <i>The LEA has provided opportunities for teachers of participating private schools to participate, on an equitable basis, in PD activities. ESEA 8501 and 1117(a)(1)(B)</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. Private school teachers participated in PD activities based on the private school's plans (e.g., contracts, registrations, sign-in sheets). <i>Provide evidence for each program where PD is provided:</i></p> <p>B. Title I, Part A C. Title I, Part C D. Title II, Part A E. Title III F. Perkins/CTE</p>
13.4	<p>Identification of Eligible Students <i>The LEA has a process in place to identify eligible private school students. ESEA 8501(c) and 1117(b)</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. Title I, Part A—Documentation that demonstrates how the LEA determines eligibility of potential Title I students, to include address verification and low-income method.</p> <p>B. Title I, Part A: Sample of the educationally-related criteria used to identify eligible students (e.g., multiple assessments, teacher input, summary sheet, etc.).</p> <p>C. Title I, Part C: Copy of Certificate of Eligibility.</p> <p>D. Title III: One copy of the English Language Proficiency Test with date administered.</p>

13.5	<p>Services for Private School Students <i>The LEA provides services to private school students that are secular, neutral, and non-ideological and delivered in an equitable manner based on educational needs. ESEA 8501(c) and 1117(a)(3)</i></p> <p>Risk Level: 2</p>	<p>LEA Level A. Activities are tied to the needs of the private school students (e.g., needs assessment, student schedule or plan). <i>Evidence provided for each served program:</i> B. Title I, Part A C. Title I, Part C D. Title III E. Perkins/CTE</p>
13.6	<p>Equitable and Timely Services <i>The LEA provides services to private school students that supplements students' regular instruction and is provided in a timely manner. ESEA 8501 and 1117(a)(3)</i></p> <p>Risk Level: 2</p>	<p>LEA Level A. Services to private school students began at relatively the same time as public school students (e.g., contract or teacher schedule). <i>Evidence provided for each served program:</i> B. Title I, Part A C. Title I, Part C D. Title III E. Perkins/CTE</p>
13.7	<p>Service Delivery Documentation <i>Services provided to private school students were secular, neutral, and non-ideological and were provided by employees of the LEA or contracted by the LEA. ESEA 8501(c)(d) and 1117(d)</i></p> <p>Risk Level: 1</p>	<p>LEA Level A. Third party contract and invoice for one individual providing services to private school students, including a description of the type of services provided, if applicable. B. One month time and effort for one LEA employee providing services to private school students, including a description of the type of services provided, if applicable.</p>
13.8	<p>LEA Supervision <i>Instructional services were regularly observed and under the supervision of the LEA. ESEA 8501(d) and 1117(d),</i></p> <p>Risk Level: 2</p>	<p>LEA Level A. Briefly describe the supervision process and provide evidence such as a schedule or meeting minutes.</p>
13.9	<p>Evaluations <i>The LEA ensures that students are academically assessed, and results of the assessments are used to improve these services to private school students. ESEA 8501(c) and 1117(b)</i></p>	<p>LEA Level A. Describe the process to evaluate the effectiveness of student services. Please include an appropriate standard, or achievement level, by which to measure student progress; the assessment used; the amount of student growth seen; and how the student data is used to improve or adjust services to meet students' educational needs. <i>Evidence provided for each served program:</i> B. Title I, Part A C. Title I, Part C D. Title III E. Title IV, Part A</p>

	Risk Level: 2	F. Perkins/CTE
13.10	Services and Materials <i>The LEA ensures services or other benefits, including materials, and equipment are secular, neutral, and non-ideological. ESEA 8501(a)(2) and 1117(a)(2)</i> Risk Level: 1	LEA Level A. Assurance that services or other benefits that include equipment/materials are only used for secular, neutral, and non-ideological purposes (e.g., written statement).
13.11	Title I, Part A–Parent Involvement For LEAs with Allocations of \$500,000 or Greater <i>The LEA has provided parent involvement opportunities for parents and families of participating private school students on an equitable basis. ESEA 1116, 1117(a)(1)(B)</i> Risk Level: 1	LEA Level A. Assurance the consultation process included communication to identify opportunities for parents and families of Title I-served private school students (e.g., written statement). B. Provide evidence that private school parents participated in parent involvement activities (e.g., workshop agendas, workshop announcement, sign-in sheets, emails). Include district-level participation and one-on-one meetings with parents of Title I-served private school students, if applicable.
13.12	Equitable Services with Private Schools Located Outside of LEA <i>The LEA has a process in place to ensure eligible private school students receive services even if the students attend a private school located in another LEA. ESEA 1117</i> Resources: Private Schools Participation Risk Level: 2	LEA Level A. <i>If applicable</i> , provide evidence of communication with out-of-district private schools that have indicated they want to participate in Title I equitable services <i>and</i> may have eligible district students. (Evidence can include emails, letters, meeting notes.) Example: Equitable Services Communication and Process Example 1.

FISCAL: FEDERAL FISCAL CROSS-CUTTING

Item	Description	Evidence
15.1	<p>Grant Claims and Expenditures</p> <p><i>Grants reimbursements must be supported by records that identify the federally funded expenditures are made within the period of performance and be supported by source documentation to determine allowability.</i></p> <p>2 CFR 200.302</p> <p>2 CFR 200.403</p> <p><i>Period of Performance:</i> <i>"Period of performance means the total estimated time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the period of performance in the Federal award per § 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period."</i></p> <p>2 CFR 200.1</p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Describe the LEA's process, including the names/positions of key staff, for ensuring that grant claims are prepared timely, reconcile to the accounting records and the related costs were incurred during the period of performance.</p> <p>B. Provide the LEA's chart of accounts with coding for subprograms, sub objects, and building codes. See account codes example.</p> <p>C. Provide <i>Expenditure Summary Reports by Program, Activity and Object</i> that will be used to reconcile to grant claims as well as the detailed expenditure reports.</p> <ul style="list-style-type: none"> • Provide separate 2024–25 school year reports for only those <i>Federal</i> programs in Program Review Program Review & Support (Formerly CPR) (ospi.k12.wa.us) • If you are part of a Title III or Title I-C Consortia, please include Expenditure Summary Reports for this program. • Do not provide reports for state programs. • For WSIPC LEAs, refer to the report instructions and example. • For non-WSIPC LEAs, review example and provide comparable data. <p>D. Reconcile and explain any variances between the grant claims and expenditure summary reports.</p> <p>E. Provide <i>Expenditure Detail Reports</i> from which OSPI will request supporting documentation for selected transactions.</p> <ul style="list-style-type: none"> • Provide separate 2024–2025 school year reports for only those <i>Federal</i> programs in Program Review. • If you are part of a consortia, please include Expenditure Detail Reports for this program. • Do not provide reports for State programs. • Do not include object 4 benefits. • Include all description fields to provide detailed information about each transaction. • For WSIPC LEAs, refer to the report instructions and example: Fiscal Guidance (ospi.k12.wa.us) • For non-WSIPC LEAs, review example and provide comparable data. <p>F. Evidence in response to OSPI request. <i>Only select after communication from OSPI requesting further information.</i></p>
15.2	<p>Accounts Payable Charges</p> <p><i>Federal funds must be spent on only allowable activities in accordance with CFR Part 200 Subpart E – Cost Principles, other special terms or conditions of the grant award, and/or other pertinent state and federal guidelines.</i></p> <p>2 CFR Part 200, Subpart E</p> <p>Procurement</p>	<p>LEA Level</p> <p>A. Describe the LEA's process, including the names/positions of key staff, for ensuring federal expenditures are allowable, comply with procurement requirements, and ensures vendors and subrecipients are not suspended or debarred.</p> <p>B. Provide the LEA's procurement policies and procedures (such as the WSSDA policies 6220 & 6220P), including the procurement thresholds for using federal funds and the language relating to conflict of interest and suspension & debarment. (Note: Please provide the procurement policy in use during the 2024-25 school year.)</p> <p>C. If the LEA used the self-certification option to use a higher micro purchase threshold, provide documentation the LEA used to support they are a low-risk entity.</p> <p>D. Evidence in response to OSPI request. <i>Only select after communication from OSPI requesting further information.</i></p>

	<p><i>Federal purchases that require a competitive process must comply with the more restrictive of federal / state requirements and LEA policy.</i></p> <p>2 CFR 200.67 2 CFR 200.317-.327</p> <p>Suspension and Debarment <i>Subrecipients and vendors must not be suspended or debarred.</i></p> <p>2 CFR Part 180 2 CFR Part 3485</p> <p>Conflict of Interest <i>"The non-federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts."</i> 2 CFR 200.318 (c) (1)</p> <p>Risk Level: 1</p>	
15.3	<p>Payroll Charges <i>Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed and comply with documentation requirements set forth in OSPI Bulletin Addendum B039-24.</i></p> <p>2 CFR 200.430-431</p> <p><i>Note: The CFR noted above is where LEAs will find the current regulations. OSPI allows LEAs the option to follow the old time and effort guidance ,the current regulations, or a combination of both. This information can be found in the OSPI Bulletin noted above.</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Provide the LEAs written procedures for time and effort reporting. These procedures should include the LEA's process to ensure payroll charges are accurate, allowable, and properly allocated to federal programs. The procedures should also indicate whether the LEA follows the old time and effort guidance, the new guidance, or a combination of both. Additionally, the procedures should include the names/positions of key staff and how the LEA:</p> <ul style="list-style-type: none"> • Determines required time and effort for each employee. Include whether the LEA has (and uses) an OSPI approved time/effort substitute system. • Ensures time and effort is received timely from employees. • Reviews actual versus budgeted payroll charges to make adjustments as needed (include how often this occurs). • Reviews staff reassignments to determine any necessary time and effort changes. <p>B. Provide a <i>Payroll Distribution Report</i> for 2024–25 for all employees and all programs from which OSPI will request supporting documentation for selected transactions.</p> <ul style="list-style-type: none"> • Do not include object 4 benefits • For WSIPC LEAs, refer to the report instructions and example. • For non-WSIPC LEAs, review example and provide comparable data (if possible, only include objects 2–3 for employees whose salaries are charged any amount to a federal program in the CPR). <p>C. Evidence in response to OSPI request. <i>Only select after communication from OSPI requesting further information.</i></p>

OSSI RESOURCE ALLOCATION REVIEW

Item	Description	Evidence
RAR 1.1	<p>L-CAP and District Planning</p> <p>To facilitate resource allocation review (RAR), OSPI/OSSI will review your district's improvement planning in line with state and federal expectations.</p> <p>According to federal law (ESSA Sec. 1112; [20 U.S.C. 6312]), as implemented through Washington's ESSA Consolidated Plan, LEAs (i.e., school districts) with at least one school identified for Tiers 1, 2, 3, and/or 3 Plus supports and accountability must complete a SY2024-25 LEA - Consolidated Accountability Plan (L-CAP) using OSPI's Alchemer Survey Tool.</p> <p>RAR is required for LEAs that have 50% (or more) schools identified for Tiers 1, 2, 3, or 3 Plus supports according to the most current WSIF identification cycle (ESSA Sec. 1111(d)(3)(A)(iii)) and/or LEAs receiving 1003 funds.</p> <p>Resource Allocation Review (RAR) must:</p> <ul style="list-style-type: none"> • Detail and examine how the district identified resource inequities of access, opportunity, and attainment and how those inequities are being addressed. • Detail and examine LEA and school strategies to address resource inequities (both fiscal and non-fiscal) via ESSA-defined Evidence-Based Interventions (EBIs) that support the goal of "basic education", student learning and achievement, effective instruction, and the overall improvement aims of the State of Washington and Department of Education (ED). • Detail and examine achievement and accountability goals formulated by the LEA and its schools identified for Tiered supports, by reviewing School Improvement Plans (SIPs), Mid-Year Progress Reviews (MYPR), and End of Year Reviews (EOYR). • Detail and examine evidence of the practices and policies (e.g., policy or procedure document(s)) the LEA utilizes and (this can include adjustments to existing policies) to ensure that schools identified for tiered supports via WSIF are receiving the necessary resources to support LEA and school improvement efforts. <p>Risk Level: 2</p>	<p><u>OSSI Resource Allocation Review (RAR) Objective and Purpose</u></p> <p>LEA/District Level Evidence</p> <p>A. Please provide evidence that the most current version of the OSPI L-CAP survey PDF has been completed according to requirements, by uploading the documentation below:</p> <ul style="list-style-type: none"> • A L-CAP survey PDF with the following sections completed: <ul style="list-style-type: none"> ○ Section 6- Examining Resource Inequities ○ Section 7- LEA Priorities/Goals and Improvement Activities (Evidence-Based Interventions) ○ Section 8- Section 8: School Improvement Plan Development, Implementation, and Progress Monitoring ○ Section 9- Funding

RAR 1.2	<p>LEA/District Parent, Family, and Community Engagement</p> <p>District-level plans (i.e., L-CAPs) must incorporate elements of partnership with parents, family, and community (including, but not limited to): principals and other school leaders, teachers, parents, guardians, and other community members and have a plan for their engagement ESSA Sec. 1112 [20 U.S.C. 6312]).</p> <p>Risk Level: 2</p>	<p><u>OSSI Resource Allocation Review (RAR) Objective and Purpose</u></p> <p>LEA/District Level Evidence</p> <p>B. Provide at least one artifact of evidence of parent, family, and community participation in the district-level improvement process.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Meeting minutes and agenda items involving parent, family, and community involvement/incorporation in district planning. • Invitation/notification letter to stakeholders to participate in a district-level planning process. • Narrative describing efforts to ensure family, parent, and community engagement. • Feedback solicited through a district-level survey to guide LEA planning efforts. • L-CAP Section 3- School Leader Collaboration. • L-CAP Section 4- Community Feedback and Involvement, or a list of stakeholders that provided feedback or participated in plan development, etc. • L-CAP Section 5- Tribal Consultation (if applicable).
RAR 2.1	<p>Building/School Planning, Implementation, and Resource Allocation Review</p> <p>Schools must identify resource inequities to be addressed through implementation of a School Improvement Plan (SIP) (WAC 180-180-16-220); (ESSA Sec. 1111(d)(1)(B)(iv)).</p> <p>Resource Allocation Review (RAR) must:</p> <ul style="list-style-type: none"> • Detail and examine how the school has identified resource inequities of access, opportunity, and attainment and how those inequities are being addressed through School Improvement Plans (SIP) in line with state and federal law. • Detail and examine LEA and school strategies to address resource inequities (both fiscal and non-fiscal) via ESSA-defined Evidence-Based Interventions (EBIs) that support the goal of “basic education”, student learning and achievement, effective instruction, and the overall improvement aims of the State of Washington and Department of Education (ED). • Identify and examine achievement and accountability goals formulated by schools identified for Tiered supports, by reviewing School Improvement Plans (SIPs), Mid-Year Progress Reviews (MYPR), and End of Year Reviews (EOYR). 	<p><u>OSSI Resource Allocation Review (RAR) Objective and Purpose</u></p> <p>Building/School Level Evidence</p> <p>A. Provide SIPs for all schools identified for tiered support (i.e., Tiers 1, 2, 3 and 3 Plus) in your district. The SIPS must address the following requirements (OSSI School Improvement Templates address all these requirements):</p> <ul style="list-style-type: none"> • Summary of Comprehensive Needs Assessment • Summary of Resource Inequities and/or upload of completed OSSI Examining Resource Inequities Tool • SMARTIE Goals • Evidence Based Interventions

	<ul style="list-style-type: none">Examine evidence of the practices and policies (e.g., policy or procedure document(s)) the school utilizes and (this can include adjustments to policies) to ensure supports are appropriately received toward improvement efforts. <p>Risk Level: 2</p>											
RAR 2.2	<p>Building Level Family, Parent, and Community Engagement</p> <p>School Improvement Plans (SIPs) must be developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents). All SIPs must be approved by the local school board prior to implementation to ensure transparency and partnership with families, parents and community (RCW 28A.150.210; WAC 180-16-220).</p> <p>Risk Level: 2</p>	<p><u>OSSI Resource Allocation Review (RAR) Objective and Purpose</u></p> <p>Building/School Level Evidence</p> <p>B. Provide at least one artifact of evidence of public and stakeholder participation in the school improvement process.</p> <p>Evidence may include:</p> <ul style="list-style-type: none">Community engagement planInvitation/notification letter to stakeholders to participate in plan developmentNarrative describing efforts to ensure stakeholder participationFeedback solicited through a building-level survey or meeting agenda and minutes.List of families/stakeholders that provided feedback or participated in plan development, etc.										
RAR 3.1	<p>Resources to Address Inequities and Improvement Efforts</p> <p>To support school improvement, LEAs must examine resources against measured student outcomes to best understand and meet the resource needs of schools.</p> <p>By addressing resource inequities through the resource allocation review (RAR), it will create guidance to inform supports to close educational opportunity and achievement gaps. Addressing indicators in the RAR will encourage a culture of continuous improvement across an LEA based on adjusting, monitoring, and updating of improvement plans and activities ensuring gap closure.</p> <p>LEA and school spending information is an essential resource to examine as part of the State’s review process.</p> <p>The SEA (i.e., OSPI) will consider a broad variety of factors that include financial resources used by the LEA and schools receiving Tiered supports to address resource inequities and overall improvement efforts (ESSA Sec. 1111(2)(3)(A)(ii)).</p>	<p><u>OSSI Resource Allocation Review (RAR) Objective and Purpose</u></p> <p>Resource Prioritization and Use</p> <p>A. Please provide evidence of how the LEA (i.e., school district) approached prioritization and use of fiscal and non-fiscal resources to support improvement work in its identified schools in line with state and federal laws and rules (WAC 180-16-220 (2)(b); (ESSA Sec. 1111(d)(1)), particularly to address resource inequities and the improvement aims of the state and federal governments.</p> <ul style="list-style-type: none">Instructions: Complete the rows of this table to show how your LEA used federal, state, and/or local funding sources, including OSSI grant funding (if applicable) to address specific, measurable resource inequities. Be as specific as possible. This submission meets your annual federal reporting requirement under ESSA Sec. 1111(d)(1) and WAC 180-16-220(2)(b). <table><tr><th>Resource Inequity Identified</th><th>Funded Action Taken</th><th>Stakeholders Involved</th><th>Rationale or Logic Model</th><th>Expected Outcome</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none">The response should exhibit:	Resource Inequity Identified	Funded Action Taken	Stakeholders Involved	Rationale or Logic Model	Expected Outcome					
Resource Inequity Identified	Funded Action Taken	Stakeholders Involved	Rationale or Logic Model	Expected Outcome								

		<ul style="list-style-type: none">▪ how specific, measurable resource inequities were addressed using OSSI funds,▪ how collaboration between leadership of school buildings and the LEA informed spending decisions,▪ how school building educators (and other professional staff), parents, as well as the wider learning community, were involved in the LEA prioritization of resources,▪ what model or rationale determined the LEA prioritization of funds to specific allocations targeting resource inequities. <p><i>Note: Please upload of a .docx or .pdf file. We will not accept hyperlinks to a cloud</i></p>										
RAR 3.2	<p>LEA Use of 1003 Funds to Support School Improvement Efforts</p> <p>LEA and school spending information is an essential resource to examine as part of the State’s federal review process.</p> <p>The SEA (i.e., OSPI) will consider a broad variety of factors that include financial resources used by the LEA and schools receiving 1003 funds to address resource inequities and overall improvement efforts (ESSA Sec. 1111(2)(3)(A)(iii)).</p>	<p><u>OSSI Resource Allocation Review (RAR) Objective and Purpose</u></p> <p>Use of 1003 Funds</p> <p>A. Use the table below to describe how OSSI funds were used in the most recently completed school year with specific examples from each identified school. A new row should be used to differentiate each school’s 1003 funded EBI(s).</p> <p>Resource Usage Identified:</p> <table><tr><td>What EBI was implemented to support resource inequities with 1003 Funds:</td><td>Budget category(ies) and amount(s) used for each 1003 grant:</td><td>Stakeholders Involved:</td><td>Rationale or Logic for Action:</td><td>Impact of Use of Funds:</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none">○ Your response should show:<ul style="list-style-type: none">▪ How specific OSSI-funded actions addressed resource gaps.▪ How school and district leaders collaborated in spending decisions.▪ How the LEA included staff, families, and/or community members in planning and/or decision making.▪ How spending decisions were guided by needs assessments or logic models tied to school improvement plans.▪ Impact of the implemented evidence based intervention (EBI) on reaching the intended goal and addressing	What EBI was implemented to support resource inequities with 1003 Funds:	Budget category(ies) and amount(s) used for each 1003 grant:	Stakeholders Involved:	Rationale or Logic for Action:	Impact of Use of Funds:					
What EBI was implemented to support resource inequities with 1003 Funds:	Budget category(ies) and amount(s) used for each 1003 grant:	Stakeholders Involved:	Rationale or Logic for Action:	Impact of Use of Funds:								

		<p>priorities from comprehensive needs assessment (CNA) and/or resource inequity identification.</p> <p>Additional evidence:</p> <ul style="list-style-type: none"> • Upload the completed <i>2024–2025 SIP Progress Monitoring Reviews (Beginning of Year, Mid-Year, and End of Year Reviews)</i>, for each school that received 1003 funds in the 2024–25 school year. <p>Note: Upload as a .docx or .pdf file in EGMS (cloud-based links will not be accepted).</p>
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FOSTER CARE

Item	Description	Evidence
17.1	<p>LEA Foster Care Liaison and Building Point of Contact</p> <p><i>The LEA has a designated foster care liaison to assist with immediate enrollment, attendance, and academic success of students in foster care. ESEA Section 1112(5)(a) RCW 28A.320.148</i></p> <p><i>The LEA has designated building points of contact to identify and support students in foster care, coordinate services and resources for students in foster care at the school level. RCW 28A.320.148</i></p> <p><i>The Foster Care Liaison is attending training and professional development opportunities to improve school district implementation efforts. RCW 28A.320.148</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. Ensure contact information located on the OSPI Foster Care website is accurate for your school district Foster Care Liaison, make changes as necessary, and submit screenshot as evidence.</p> <p>B. Ensure contact information located on the OSPI Foster Care website is accurate for each school Building Point of Contact, make changes as necessary, and submit screenshot for each school as evidence.</p> <p>C. Confirm the school district foster care liaison has attended an OSPI Foster Care Education training for the current school year.</p>
17.2	<p>Collaboration with Local Child Welfare Agency</p> <p><i>LEA must collaborate with child welfare agencies. ESEA Section 1112(c)(5)(B); RCW 28A.225.360</i></p> <p><i>The LEA collaborates with the local child welfare agency to maintain children in foster care in their schools of origin, when in their best interest. ESEA Section 1111 (g)(E)(i-iv); RCW 28A.225.360; RCW 28A.225.350; RCW 74.13.550; RCW 74.13.560; and RCW 74.13.631\</i></p> <p><i>The LEA collaborates with the local child welfare agency to ensure that children in foster care are immediately enrolled in school even if the student does not have the required documentation. The enrolling school will immediately contact the school last attended to obtain education records, and the sending school will immediately transfer those records. ESEA Section 1111(g)(1)(E)(iii) RCW 28A.225.330(7)</i></p>	<p>LEA Level</p> <p>A. Signed copy of DCYF's Regional Education Agreement developed in collaboration with the Office of Superintendent of Public Instruction (OSPI) or the equivalent agreement approved by OSPI. <i>The Regional Education Agreement must be signed by both the LEA and DCYF.</i></p> <p>B. Please describe the LEA process and supply evidence for documenting and record keeping of Best Interest Determination meetings.</p> <p>C. Evidence such as immediate enrollment policies and practices for students in foster care, record request procedures, emails as evidence of immediate enrollment, or other records that are used to document immediate enrollment of students (even without required paperwork) and efforts to obtain education records.</p> <p>D. Written transportation procedures, completed forms, transportation request forms, emails, or other evidence to show evidence of timely and coordinated transportation services.</p> <p>E. Copies of any school board adopted policies addressing the procedures supporting students in foster care, including dates of adoption.</p>

	<p><i>The LEA shares relevant educational records with local child welfare agency as required by state and federal law. RCW 28A.150.510 & ESEA Section 1111(g)(1)(E)(iii)</i></p> <p><i>The LEA collaborates with the State or local child welfare agency to develop and implement clear, written procedures governing how transportation will be provided, arranged, and funded for the duration of the child's time in foster care.</i></p> <p>Risk Level: 2</p>	
17.3	<p>Foster Care Student Progress and Support</p> <p><i>Students who are subject to a dependency proceeding should have their unexpected or excessive absences regularly reviewed by a school district representative (such as the Foster Care Liaison) or school employee (such as the Building Point of Contact), the students' caseworkers, educational liaisons, attorneys if appointed, parents or legal guardians, and foster parents or the persons providing placement for the students. A school district representative or a school employee must proactively support the students' school work so the student does not fall behind and to avoid suspension or expulsion based on truancy. RCW 28A.225.023; ESEA Section 1111(g)(1)(E).</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>A. Emails, meeting documentation, MTSS process, or other explanatory evidence may be used to demonstrate how the district monitors attendance of students in foster care and the supports in place when attendance becomes a concern or barrier to educational stability.</p>
17.4	<p>Dispute Resolution</p> <p><i>In a case where a dispute occurs regarding the determination of best interest or the provision of other educationally related services for a child or youth in foster care, the LEA follows Washington State's foster care dispute process. ESEA Section 1111(g)(1)(E)</i></p> <p><i>The LEA ensures that students remain in their school of origin while disputes are being resolved. ESEA Section 1111(g)(1)(E)(i), ESEA Section 1112(c)(5)(B)(i) & RCW 28A.225.350((3)</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>B. Submit a statement signed by the LEA Foster Care Liaison ensuring that the LEA Foster Care Liaison "has read and will follow the OSPI Foster Care Dispute Resolution Process".</p>

TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Item	Description	Evidence
18.1	<p>Comprehensive Needs Assessment</p> <p>LEAs receiving an allocation of more than \$30,000 shall conduct a comprehensive needs assessment in order to examine needs for improvement of:</p> <ul style="list-style-type: none"> • Access to, and opportunities for, a well-rounded education for all students. • School conditions for student learning in order to create a healthy and safe school environment. • Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. <p>ESEA Section 4106</p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Provide evidence of a comprehensive needs assessment conducted as part of the program planning process for the year under review.</p> <p>Note: If your LEA received more than \$30,000, Item 18.1 is required regardless of whether funds were transferred to another Title program.</p> <p>For assistance with the comprehensive needs assessment, please visit: Title IV Program Planning Guide</p>
18.2	<p>Distribution of Funds</p> <p>LEAs are required to prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria—</p> <ul style="list-style-type: none"> • Are among the schools with the greatest needs; • Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA); • Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools); • Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or • Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. <p>ESEA Section 4106</p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Indicate which criteria, from the list of options, the LEA used to prioritize the distribution of funds to schools. You may also indicate that funds were spent in support of all schools or specific grades based on the needs identified.</p>
18.3	<p>Expenditures</p> <p>ESEA Section 4106</p> <p>For an LEA that receives \$30,000 or more, use—</p>	<p>LEA Level</p> <p>A. For an LEA that received \$30,000 or more during the prior school year, please provide a detailed prior year expenditure report (or “off the books” tracking, if</p>

	<ul style="list-style-type: none"> • Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities; • Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and • A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology. • Not more than 15 percent of funds designated for supporting the effective use of technology to purchase technology infrastructure. <p>Risk Level: 1</p>	<p>applicable), which demonstrates that the LEA spent according to requirements.</p> <p>Expenditure reports must:</p> <ul style="list-style-type: none"> • Include all expenditures under each of the required categories for the prior fiscal year. • Be separated by fiscal year allocation – ie, do not combine one fiscal year's allocation with carryover from another fiscal year. • Be separated by program area with totals for each program area requirement. <p>Requirements:</p> <ul style="list-style-type: none"> • Not less than 20% of funds were used to support well- rounded educational opportunities (Section 4107); • Not less than 20% of funds were used to support activities for safe and healthy students (Section 4108); and • A portion of funds were used to support effective use of technology (Section 4109(a)). • Not more than 15% of funds designated for supporting effective use of technology (as mentioned in 18.3 C) was used to purchase technology infrastructure, including devices, equipment, software, and digital content. • If the LEA did not meet the minimum program area requirements (as described above) during the prior year, provide documentation which demonstrates the LEA carried forward the unspent balance and applied them to activities in the current year in a way that ensures the requirements will be met by the time the funds are fully expended. <p>Note: The LEA should provide clear documentation demonstrating that required categories were established and expenditures align with the approved application.</p>
18.4	<p>Program Activities</p> <p>LEA shall use funds to develop and implement programs that:</p> <ul style="list-style-type: none"> • Support access to a well- rounded education; • Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and/or • Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. <p>ESEA Sections 4107, 4108, 4109</p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p>A. Briefly describe your LEA's progress in implementing the activities outlined in your approved application for the current school year, including pending or scheduled activities.</p> <p>B. Please indicate whether the LEA is on track to meet the measurable objective / outcome described in the approved program plan.</p>

TRIBAL CONSULTATION

Item	Description	Evidence
19.1	<p>Consultation</p> <p><i>The LEA has complied with the requirements for timely and meaningful consultation on issues affecting American Indian and Alaska Native students, and to consult with appropriate officials from Indian tribes or tribal organizations prior to the LEA's submission of a required plan or application of any of the following:</i></p> <ul style="list-style-type: none"> • Title I, Part A • Title I, Part C • Title I, Part D • Title II, Part A • Title III • Title IV, Part A • Title IV, Part B • Title V, Part B, subpart 2 • Title VI, Part A, subpart 1 <p>Sec 8538</p> <p><i>Beginning September 1, 2024, school board members, superintendents, and any other staff at school districts that are required to perform tribal consultation under Title VI of the federal Every Student Succeeds act (P.L. 114-95, 20 U.S.C. Sec. 1001 et seq., 35 20 U.S.C. 6301 et seq.) must take and certify completion of the tribal consultation training offered by the OSPI Office of Native Education. (Substitute Senate Bill 5252; 2022)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>A. A brief description of the LEA's process to ensure that consultation provided opportunity for appropriate officials from tribes or tribal organizations to meaningfully and substantively contribute to plans affecting those student populations.</p> <p>B. Evidence of consultation activities. Evidence may include meeting agendas, emails, materials reviewed during consultation, sign-in sheets for in-person meetings.</p> <p>C. Provide a list of:</p> <ul style="list-style-type: none"> • Requests or recommendations from the consulted tribe(s) or tribal organizations. • Implemented changes based on requests or recommendations. <p>D. Evidence of the LEA's completed Affirmation of Consultation with Tribal Representatives form. <i>No initial response for 19.1.D. is required. OSPI staff will use evidence from the 2025–26 iGrants General Assurances.</i></p> <p>E. Evidence that school board members, superintendent, and any other staff at the school district required to perform tribal consultation under Section 8538 of the Every Student Succeeds Act have completed tribal consultation training offered by the OSPI Office of Native Education (beginning September 1, 2024).</p>
19.2	<p>Since Time Immemorial</p> <p><i>The LEA incorporates curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes.</i></p> <p><i>The LEA shall collaborate with any federally recognized Indian tribe(s) within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges.</i></p> <p><i>This effort is to be undertaken with any curriculum review or adoption activities for social studies or history conducted by the LEA after July 24, 2015.</i></p>	<p>LEA Level</p> <p>A. Provide the LEA's curriculum adoption schedule for social studies and history.</p> <p>B. Provide documentation demonstrating incorporation of STI in most recent review or adoption of curriculum in social studies and history.</p> <p>C. Demonstrate collaboration with local Indian tribes (as applicable). Evidence may include meeting agendas, emails, materials reviewed during consultation, sign-in sheets for in-person meetings.</p> <p>D. Demonstrate implementation of Since Time Immemorial and/or tribally developed sovereignty curriculum. Evidence may include lesson plans, principal observations, student work, LEA policy for adoption, professional development facilitated by tribal members.</p>

	<p>RCW 28.A.320.170</p> <p>Risk Level: 1</p>	<p>E. N/A – LEA has conducted no review or adoption of social studies or history curriculum after July 24, 2015. <i>Please Add Comment to this item stating grounds for N/A.</i></p>
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CIVIL RIGHTS

<p>14.1</p>	<p>Section 504</p> <p>The LEA identifies, evaluates, and places students with disabilities in compliance with Section 504 and has implemented the legal standards under the ADA Amendments Act of 2008 (such as changes regarding major life activities, mitigating measures, etc.).</p> <p>The LEA receives parental consent before all initial evaluations and initial placements under Section 504.</p> <p>The LEA ensures that evaluation and placement decisions are made by a group of persons, including persons who are knowledgeable about the student, the meaning of the evaluation data, and placement options.</p> <p>The LEA provides all necessary accommodations, related aids, and services for students with disabilities, including students with health conditions who may also be served by a health plan.</p> <p><u>Resources and Technical Assistance for 14.1</u></p> <p><i>Risk Level: 3</i></p> <p>Legal authority: Section 504, 34 C.F.R. Part 104; RCW 28A.642.010.</p>	<p><i>Submit the below Section 504 documentation for two students at an elementary school, middle/junior high school, high school, online or ALE program, and alternative school (where applicable). Submitted documentation must include at least one student with a health condition (e.g., diabetes, allergies, etc.).</i></p> <p>A. Section 504 plan documentation, including the following:</p> <ol style="list-style-type: none"> 1. Parent consent for initial evaluation. 2. Evaluation documentation. 3. Parent consent for initial placement. 4. Section 504 plans. 5. Evidence of manifestation determination meetings (if applicable).
<p>14.2</p>	<p>Language Access (Interpretation and Translation Services)</p> <p>The LEA communicates with all limited-English proficient parents (LEP) in a language they can understand, which includes providing qualified and competent adult interpreters to communicate with LEP parents and translating vital documents when a significant percentage of the population in a school or LEA needs the information in a language other than English.</p> <p>If there is a small number of parents with particular language needs, or if a school or LEA is unable to translate a document because of undue expense, the LEA still otherwise provides the information to parents in a language they can understand (i.e., through oral interpretation).</p> <p>The LEA ensures that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.</p>	<p>A. Evidence or a description of the process the LEA uses to identify LEP parents, including a home language survey or questions about home language on a student enrollment form.</p> <p>B. A description of the process the LEA uses to ensure that interpretation and translation services are provided to communicate vital information with limited-English proficient (LEP) parents, including at least the following:</p> <ol style="list-style-type: none"> 1. How the LEA determines when interpretation services are needed (e.g., how services are requested and the types of situations where interpretation services are routinely provided). 2. How the LEA determines which documents need to be translated (e.g., how translations are requested and what types of documents are typically translated). 3. How the LEA determines which language(s) to translate documents into. 4. How the LEA ensures its staff know how to access interpreters or translators to communicate with LEP parents. <p><i>If the LEA does not have identified limited-English proficient (LEP) parents, please Add Comment to this item stating grounds for N/A.</i></p>

	<p><u>Resources and Technical Assistance for 14.2</u></p> <p>Risk Level: 3</p> <p>Legal authority: Title VI, 34 C.F.R. Sec.100.3; Lau v. Nichols, 414 U.S. 563 (1974); RCW 28A.642.010.</p>	<p>C. A description of the process the LEA uses to ensure that interpreters and translators, including LEA or school employees who perform this role, are qualified and competent to serve in the role of an interpreter or to translate documents, including:</p> <ol style="list-style-type: none"> 1. Having knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and 2. Having training on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality. <p><i>If the LEA does not have identified limited-English proficient (LEP) parents, please Add Comment to this item stating grounds for N/A.</i></p>
14.3	<p>English Language Development Services</p> <p>For LEAs that receive Title III or TBIP funding, OSPI reviews this documentation under Title III/TBIP (CPR Checklist 7) – no additional documentation is required for this item.</p> <p>The LEA provides English language development (ELD) services to English Learners (EL) – national origin minority students with limited-English proficiency.</p> <p>The LEA has 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.</p> <p>The LEA’s ELD services are based on a sound educational theory and have been implemented effectively, including qualified staff and adequate resources and facilities.</p> <p>The LEA evaluates the program’s effectiveness and makes modifications as needed.</p> <p><u>Resources and Technical Assistance for 14.3</u></p> <p>Risk Level: 3</p> <p>Legal authority: Title VI, 34 C.F.R. Sec.100.3; Lau v. Nichols, 414 U.S. 563 (1974); <i>Castañeda v. Pickard</i>, 648 F.2d 989 (5th Cir. 1981); Chapter 28A.642 RCW and 392-190 WAC.</p>	<p>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. <i>Submit evidence for this item even if the LEA has not identified any English Learners.</i></p> <p>B. Assessment and placement procedures for ELD services, including testing on the state language proficiency assessment and criteria for determining eligibility and exit. <i>Submit evidence for this item even if the LEA has not identified any English Learners.</i></p> <p>C. A roster of eligible EL students, indicating language proficiency level and the type and amount of ELD services provided for each student. <i>If LEA has identified EL students:</i></p> <p>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. <i>If LEA has identified EL students:</i></p> <p>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. <i>If LEA has identified EL students, submit the below documentation from two students at an elementary school, middle/junior high school, high school, ALE or online program, and alternative school, where applicable.</i></p> <p>F. Student files with completed home language survey, placement test, and annual language proficiency assessment score sheets. <i>If LEA has identified EL students:</i></p>

		<p>G. Evidence of evaluation of the effectiveness of the LEA's ELD services (e.g., progress made in language acquisition and academic achievement, feedback from teachers and parents, meeting minutes, etc.).</p>
<p>14.4</p>	<p>Equity in Course and Program Enrollment To ensure the LEA does not discriminate in the counseling and guidance of students, the LEA at least annually reviews disaggregated course and program enrollment data to identify disproportionalities based on sex, race, EL status, and disability (special education and Section 504).</p> <p>The review should include honors and advanced placement courses, career and technical education, highly capable programs, online programs, specialized programs, etc.</p> <p>If the review identifies a substantial disproportionality, the LEA takes prompt action to ensure it is not the result of discrimination.</p> <p><u>Resources and Technical Assistance for 14.4</u></p> <p>Risk Level: 3</p> <p>Legal authority: Title IX, 34 C.F.R. Sec.106.36; Section 504, 34 C.F.R. Sec.104.34; Title VI, 34 C.F.R. Sec.100.3; RCW 28A.640.020 and 28A.642.010; WAC 392-190-010.</p>	<p>A. A description of the process the LEA uses to annually review disaggregated course and program enrollment data at each building to identify and address substantial disproportionalities based on sex, race, EL status, special education status, and Section 504 status.</p> <p>At a minimum, the description must include:</p> <ol style="list-style-type: none"> 1. When the review occurs. 2. Who is involved in the reviews. 3. How the reviews are documented. 4. Which course and programs are reviewed. 5. How the LEA or building determines whether substantial disproportionalities exist. <p><i>For 14.4.B and 14.4.C, select any two elementary schools, two middle/junior high schools, two high schools, and two online or ALE programs (where applicable).</i></p> <p>B. Evidence of implementation of the LEA's process to annually review disaggregated course and program enrollment data for the 2024–25 or 2025–26 school year. Evidence must include at least the following:</p> <ol style="list-style-type: none"> 1. Disaggregated course and program enrollment data reviewed. 2. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify substantial disproportionalities. 3. A list of any identified substantial disproportionalities. <p><i>Please submit evidence for the same schools previously selected in 14.4.B.</i></p> <p>C. If substantial disproportionalities were identified, evidence that the LEA or building is addressing each substantial disproportionality to ensure it is not the result of discrimination. Evidence must include the following:</p> <ol style="list-style-type: none"> 1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of substantial disproportionalities (i.e., root cause analysis). 2. The LEA or building's plan to address each substantial disproportionality to ensure it is not the result of discrimination (e.g., reviews of counseling practices, identification and selection of students, recruitment materials and strategies, and course scheduling). <p><i>If no substantial disparities were identified, please Add Comment to this item stating grounds for N/A.</i></p>
<p>14.5</p>	<p>Equity in Student Discipline To ensure the LEA does not discriminate in the administration of student discipline, the LEA at least annually reviews disaggregated discipline data to identify disproportionalities based on sex, race, EL-status, and disability (special education and Section 504).</p>	<p>A. A description of the process the LEA uses to annually review disaggregated student discipline data at each building to identify and address substantial disproportionalities based on sex, race, EL status, special education status, and Section 504 status. At a minimum, the description must include:</p> <ol style="list-style-type: none"> 1. When the review occurs. 2. Who is involved in the reviews.

	<p>At a minimum, the review should include suspensions (both in-school, short-term, and long-term), expulsions, and emergency expulsions.</p> <p>If the review identifies a substantial disproportionality, the LEA takes prompt action to ensure it is not the result of discrimination.</p> <p><u>Resources and technical assistance for 14.5</u></p> <p>Risk Score: 3</p> <p>Legal authority: Title VI, 35 C.F.R. Sec.100.3; Section 504, 34 C.F.R. Sec.104.4; Title IX; 34 C.F.R. Sec.106.31; RCW 28A.640.010; RCW 28A.642.010; and WAC 392-190-048.</p>	<ol style="list-style-type: none"> 3. How the reviews are documented. 4. What data is reviewed. 5. How the LEA or building determines whether disproportionalities exist. <p><i>For 14.5.B and 14.5.C, select any two elementary schools, two middle/junior high schools, two high schools, and two online or ALE programs (where applicable).</i></p> <p>B. Evidence of implementation of the LEA's process to annually review student discipline data at each building for the 2024–25 or 2025–26 school year. Evidence must include at least the following:</p> <ol style="list-style-type: none"> 1. Disaggregated student discipline data reviewed. 2. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify substantial disproportionalities. 3. A list of identified substantial disproportionalities. <p><i>Please submit evidence for the same schools previously selected in 14.5.B.</i></p> <p>C. If substantial disproportionalities were identified, evidence that the LEA or building is addressing each substantial disproportionality to ensure it is not the result of discrimination. Evidence must include the following:</p> <ol style="list-style-type: none"> 1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of substantial disproportionalities (i.e., root cause analysis). 2. The LEA or building's plan to address each substantial disproportionality to ensure it is not the result of discrimination (e.g., reviews of student discipline policies, procedures, and practices, and implementation of evidence-based practices reasonably calculated to address the root causes of disproportionalities). <p><i>If no substantial disparities were identified, please Add Comment to this item stating grounds for N/A.</i></p>
<p>14.6</p>	<p>Equity in Athletics: Accommodating Student Interests and Abilities (Three-Part Test)</p> <p>Each building that offers an interscholastic athletic program equally accommodates the interests and abilities of male and female students as demonstrated in one of the following ways ("Three-Part Test"):</p> <ol style="list-style-type: none"> 1. The ratio of male/female student enrollment is substantially proportionate to the ratio of male/female athletic participation, 2. The school has a history and continuing pattern of program expansion for the underrepresented sex, or 3. The school's current program fully and effectively accommodates the interests and abilities of the underrepresented sex as demonstrated by the athletic interest survey and other requests for specific sports. <p>The LEA administers the OSPI student athletic interest survey at least once every three years at each building that offers interscholastic athletics.</p>	<p><i>If your LEA operates, sponsors, or provides interscholastic athletics, submit evidence for this item.</i></p> <p>A. A complete copy of the student athletic interest survey instrument administered within the last three years, and date it was last administered.</p> <p><i>For 14.6.B and 14.6.C, select two middle/junior high schools and two high schools (where applicable).</i></p> <p>B. Student athletic interest survey results for each selected building, with a summary of student responses <i>disaggregated by sex</i> (use the OSPI's Sample Summary Worksheet or equivalent), including at a minimum:</p> <ol style="list-style-type: none"> 1. The number of students surveyed. 2. The number of students enrolled (i.e., eligible to take the survey). 3. The top five sports requested, including the number of students who expressed interest in each sport. 4. The top reasons for non-participation. <p><i>Please submit evidence for the same two middle/junior high schools and two high schools previously selected in 14.6.B.</i></p>

	<p>The LEA disaggregates and summarizes its survey results by sex and by building and considers these results when planning and developing which recreational and athletic activities to offer and when determining whether equal opportunities are available to members of both sexes.</p> <p>Resources and Technical Assistance for 14.6</p> <p>Risk Score: 3</p> <p>Legal authority: Title IX, 34 C.F.R. Sec.106.41; RCW 28A.640.020; WAC 392-190-030, 392-190-035, 392-190-040, and 392-190-045.</p>	<p>C. A completed Three-Part Test analysis for each selected building, using OSPI's Athletic Opportunities Tool.</p>
14.7	<p>Equity in Athletics: Annual Athletic Evaluation and Outside Sources of Funding</p> <p>The LEA provides equal opportunities and benefits for male and female students to participate in athletics. Each building that offers an athletic program conducts an annual evaluation of its athletic program to ensure that the overall benefits and treatment of the boys' and girls' athletic programs are comparable, considering the following factors:</p> <ul style="list-style-type: none"> • Accommodation of interests and abilities (addressed in Item 14.6) • Coaching and tutoring • Equipment and supplies • Scheduling • Facilities • Medical services and training • Publicity and awards • Travel and per diem <p>The LEA has a process in place to ensure that outside sources of athletics funding (i.e., fundraisers, donations, or booster club activities) do not result in disparities in benefits or treatment between the girls' and boys' programs.</p> <p>If fundraising or donations result in a disparity along gender lines, the LEA corrects the disparity, using its own funds if needed.</p> <p>Resources and Technical Assistance for 14.7</p> <p>Risk Score: 3</p>	<p><i>If your LEA operates, sponsors, or provides interscholastic, club, or intramural athletics, submit evidence for this item.</i></p> <p>A. A description of the LEA's process for annually evaluating girls' and boys' athletic programs at each building to identify and address disparities based on each required factor.</p> <p><i>For 14.7.B and 14.7.C, select evidence for two middle/junior high schools and two high schools (where applicable).</i></p> <p>B. Evidence of implementation of annual athletic evaluations for each selected building for the 2024–25 or 2025–26 school year. Evidence must include dated and completed building-level worksheets and analysis, or equivalent.</p> <p><i>Please submit evidence for the same two middle/junior high schools and two high schools previously selected in 14.7.B.</i></p> <p>C. If the athletic evaluations identified disparities that favor one sex at any selected building, evidence that the LEA or building is taking effective steps to correct the disparity.</p> <p><i>If no disparities were identified, please Add Comment to this item stating grounds for N/A.</i></p> <p>D. A description of the LEA's process to ensure that outside sources of athletic funding—including fundraisers, donations, and booster club activities—do not result in disparities that favor one sex over another.</p>

	Legal authority: Title IX, 34 C.F.R. Sec.106.41; RCW 28A.640.020; WAC 392-190-030, 392-190-035, 392-190-040, and 392-190-045.	
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APPENDIX A: PROGRAM CHECKLIST ITEM RUBRIC

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

APPENDIX B: DETERMINATIONS DEFINED

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