

Program Review & Support

Program Review Training for Participating
Local Education Agencies (LEAs)
2026–27 Review Cycle



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Vision

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

Mission

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

Values

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



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Equity Statement

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

Ensuring educational equity:

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



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OSPI Strategic Goals

GOAL

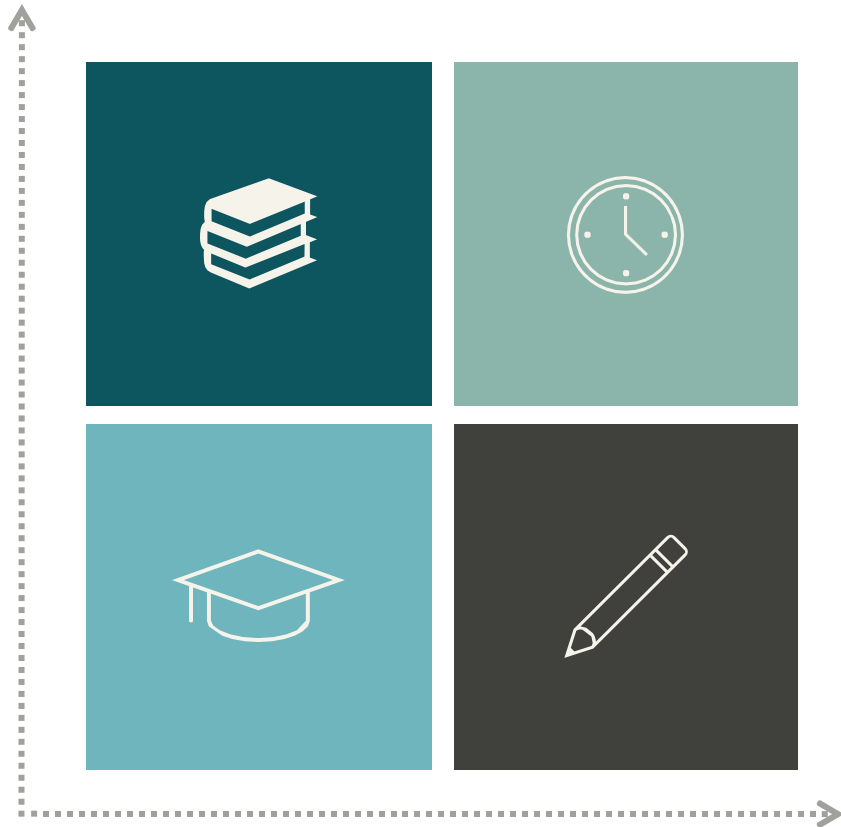
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A Committed, Unified, and Customer-Focused OSPI

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



Agenda



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



Program Review & Support Overview



2026–27 Program Review Team Leads

Name	Email
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Partnership Approach and Accountability

What's the purpose of this oversight?

Partnership Approach



Compliance through
partnership

- Fulfilling the federal and state obligations for oversight of the sub-granted federal and state funds and to ensure civil rights protections.
- We seek to build trust, working together as partners to meet the needs of the LEAs and their students.
- Compliance is achievable through partnership.



Partnership Approach

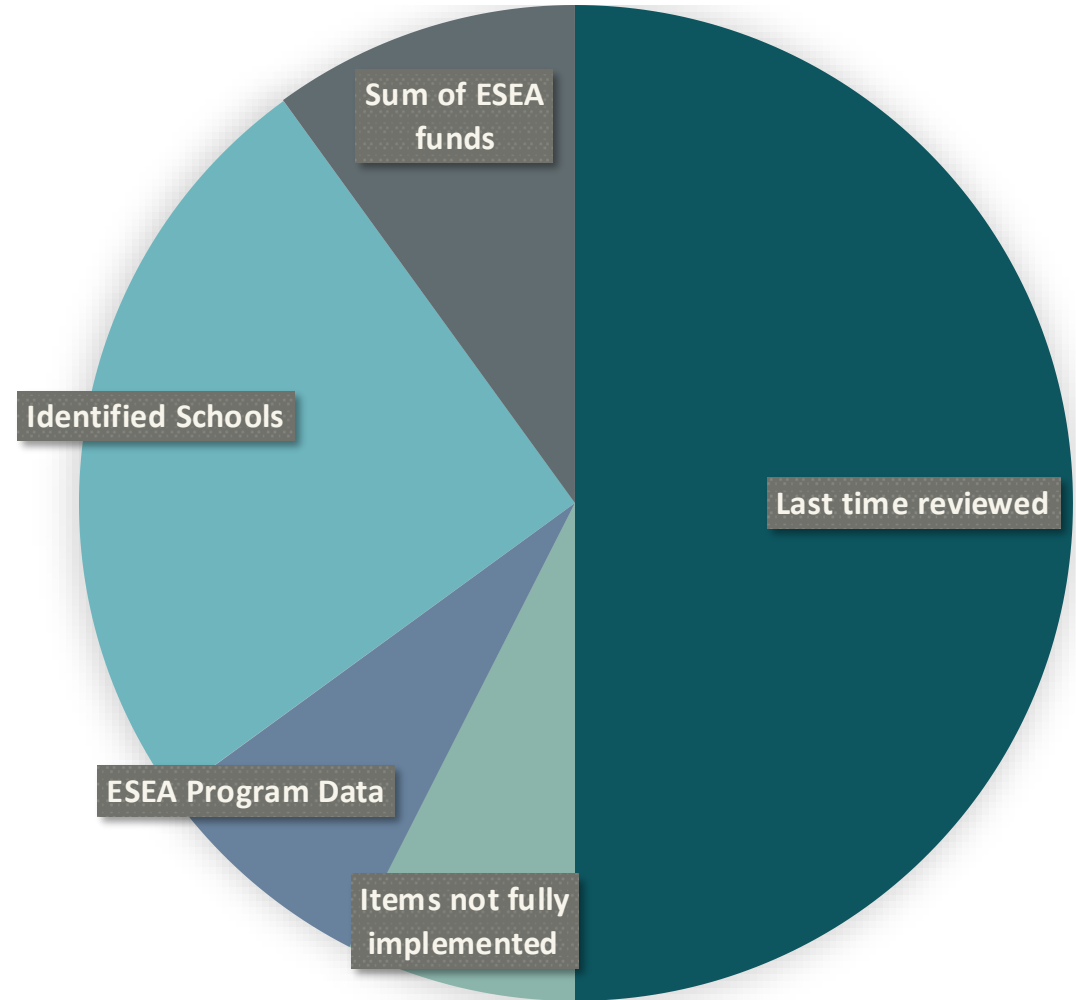
- Keep the focus on **student outcomes**.
- Build trusting **relationships**.
- Lead with **compassion** and **empathy**
- Working **together** to find solutions.



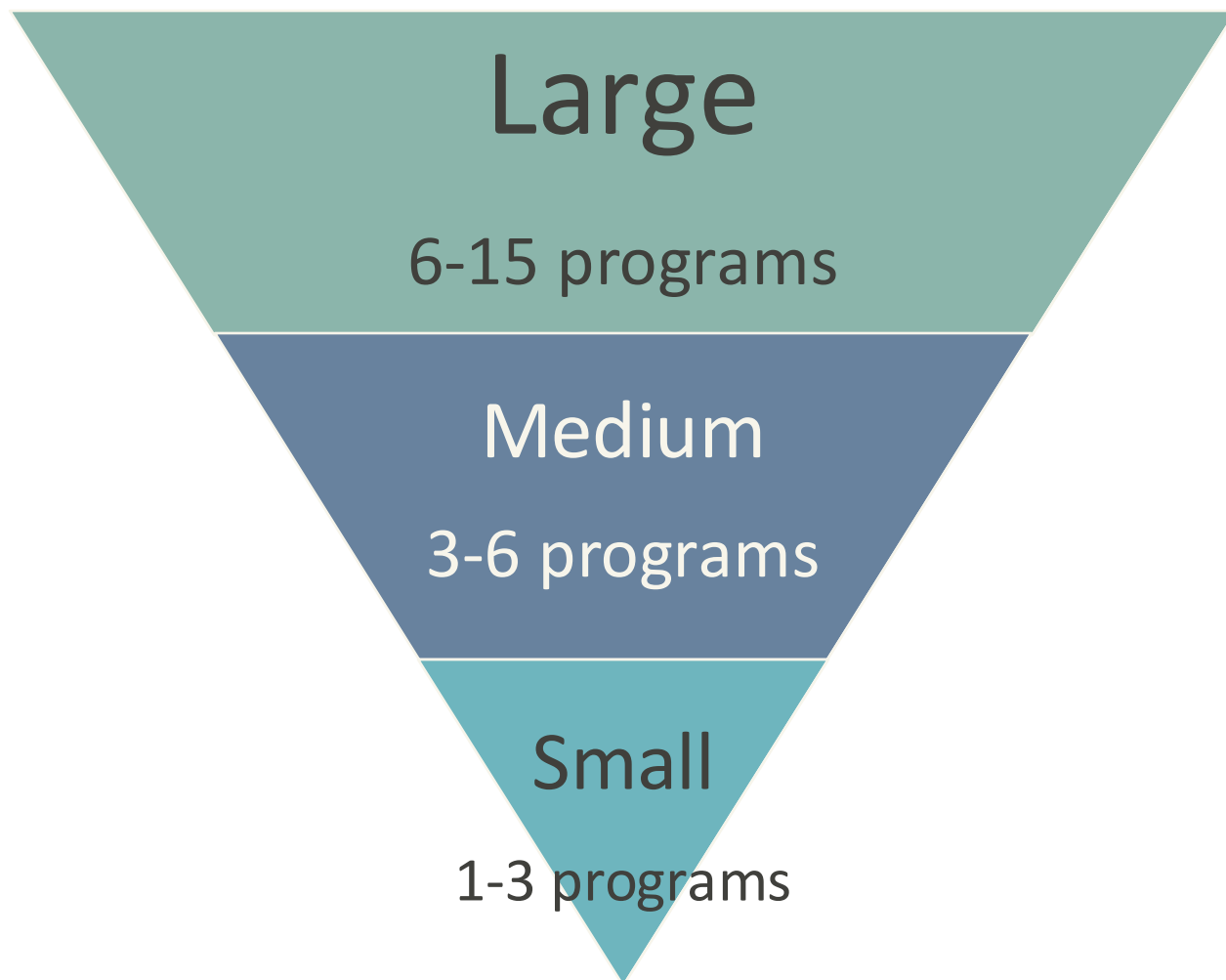
Program Review: Annual Risk Assessment

The Annual Risk Assessment is based on the following available data and weighted in the following order:

1. Last time the LEA participated in Program Review – 50%
2. Schools identified for Comprehensive Supports - 25%
3. Sum of ESEA funds - 10%
4. Items not fully implemented since previous Program Review - 7.5%
5. ESEA Program Data – 7.5%
 - I. State Audit Finding
 - II. Multi-Lingual Data



Program Review: **LEA Selection & Differentiation**



- **Large LEAs** (3,500 or more students): approximately **13** large LEAs
 - **6-15 programs reviewed**
- **Medium LEAs** (1,000 to 3,499 students): approximately **12** medium LEAs
 - **3-6 programs reviewed**
- **Small LEAs** (less than 1,000 students): approximately **20** small LEAs
 - **1-3 programs reviewed**





Timeline

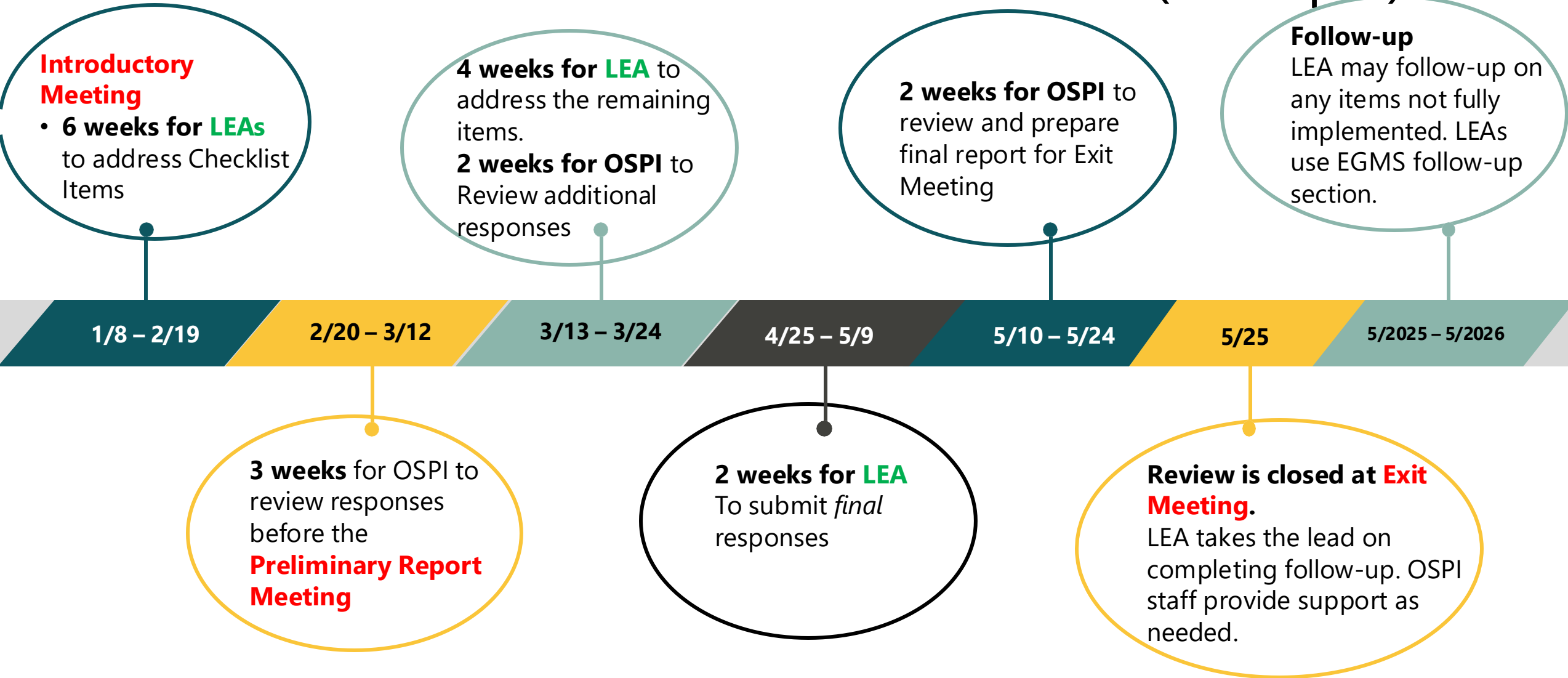
Program Review Meetings

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

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



Individual LEA Review Timeline (Example)



LEA Review Timeline (*Example*)

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

- **6 weeks for LEA Upload:** 1/6/2026 to 2/17/2026
- 3 weeks for OSPI Review: 2/18/2026 to 3/11/2026

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

- **4 weeks for LEA Upload:** 3/12/2026 to 4/9/2026
- 2 weeks for OSPI Review: 4/10/2026 to 4/24/2026
- **2 weeks for LEA Upload:** 4/25/2026 to 5/8/2026
- 2 weeks for OSPI Review/Prepare Final Report: 5/9/2026 to 5/23/2026

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



Introductory Meeting

- This meeting is the **official start** of the LEA's Program Review.
- OSPI Team Lead walks through the Review process and introduces the team.
- All LEA staff involved in the Review are encouraged to attend to learn the process and meet the Reviewers.
- LEA staff are invited to share about their students, community, struggles, and successes.



Preliminary Report Meeting

Fully Implemented:

Program Name	Focus Area Name	Monitoring Item Number	Monitoring Item Title
Consolidated Grant Program Review Test	Title II, Part A	6.1	Teaching
Consolidated Grant Program Review Test	Title IV, Part A	18.2	District

Exemplar:

Program Name	Focus Area Name	Monitoring Item Number	Monitoring Item Title
Program Review Test--Fiscal		15.2	Accounts Payable

Partially Implemented:

Program Name	Focus Area Name	Monitoring Item Number	Monitoring Item Title	Monitoring Item Description
Consolidated Grant Program Review Test	Title I, Part A	1.1	Ranking and Allocating	Please follow a below.

Not Implemented:

Program Name	Focus Area Name	Monitoring Item Number	Monitoring Item Title	Monitoring Item Description
Consolidated Grant Program Review Test	Title IV, Part A	18.1	Comprehensive Needs Assessment	Please follow uploads below.

Technical Assistance:

Program Name	Focus Area Name	Technical Assistance
Program Review Test--Fiscal		Please refer to our webpage for additional information about tracking expenditures under the https://www.k12.wa.us/policy-funding/grants-grant-management/consolidated-program-review

- After the Introductory meeting, LEAs have 6 weeks to upload all their evidence.
- OSPI will then review all the evidence and issue a Preliminary Report through EGMS.
- All Program Reviewers (OSPI and LEA) should attend this meeting.



Action Plans

- When the OSPI program reviewer and the LEA program lead determine that an item is not fully implemented, they will work together to develop an ***action plan*** containing a process to fully implement that requirement.
- Action Plans should be developed **before the Exit Meeting** and saved in EGMS.

Action Plan

- Outlines the steps for fully implementing the requirement.
- It includes who is involved, due dates, and descriptions for each task.
- It may also include check-ins with OSPI staff.



Exit Meeting & Closing the Review

- In the Exit Meeting, we'll review any items that are not implemented and make sure the LEA understands *all/any* **Action Plans** to get to full implementation.
 - All Reviews will close on the date of the scheduled Exit Meeting.
 - Reviews will close even if some items remain "Partially Implemented", or "Not Implemented."
 - Any items with a final determination of "Partially Implemented", or "Not Implemented" will receive a risk level score.
 - The total risk level score is one of the data points used to select LEAs for future participation in Program Review.



Program Review Follow-up

- LEAs with items in Partially, or Not Implemented status, at the Exit Meeting, will have the opportunity to move those items into “Fully Implemented” status during the Follow-up period.
- At this point, the LEA focuses on implementing remaining requirements.
- When OSPI verifies that an item is fully implemented, the risk score is removed.



Checklists & Determinations

Program Review & Support Webpage



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Balanced Calendar

Beginning Educator Support Team Grants

Closing Educational Achievement Gaps (Title I, Part A) ▶

Program Review & Support ▾

Fiscal Guidance

Program Review & Support

The Program Review & Support process includes multiple aspects of OSPI's oversight of federal and state programs. The process emphasizes a partnership approach to oversight and monitoring that focuses on student outcomes.

Over the past several years, OSPI has worked to align this process with [OSPI's Strategic Goals](#). OSPI has worked with local, state, and national organizations to develop the process. OSPI's goals for Program Review & Support are to:

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

A Continuum of Oversight

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

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

OSPI Program staff will tailor oversight to align with the needs of the LEA. Each year, some LEAs will take part in a Limited Program Review. Other LEAs will take part in a Full

Resources

- [2026–27 LEAs Selected for Program Review \(PDF\)](#)
- **[2025–26 Combined Checklist \(PDF\)](#)**
- [2025-26 Program Review LEA Training \(PDF\)](#)
- [2024–25 Self-Assessment \(PDF\)](#)
- [Action Plan Template \(DOCX\)](#)
- [Program Monitor \(EDS\)](#)

Training Materials

- [2024–25 PRS LEA Training: Recording !\[\]\(6bdab1f2caf7eb97dece2a87fa8a4eea_img.jpg\) PowerPoint \(PDF\)](#)
- [EGMS Program Review Instructions Pt. 1 \(PDF\)](#)
- [EGMS Program Review Instructions Pt. 2 \(PDF\)](#)
- [EGMS Program Review](#)

Program Review

2025–26

Combined Program Checklist

Programs Review Included

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



Overview of Checklist

Description

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

Evidence

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

Risk Level

- All items have a Risk Level (see rubric on next slide).

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

Item	Description	Evidence
1.1	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> Risk Level: 2	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: • 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	Title I, Part A Set-Asides <i>Title I, Part A required set-asides are budgeted and tracked.</i> • <i>Parent Engagement (1%, if over \$500,000 allocation).</i> [Section 1116(a)(3)] • <i>Private schools (if applicable).</i> [Section 1117(a)(4)] • <i>Homeless students.</i> [Section 1113 & Section 1115] Risk Level: 2	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). A. Homeless – Required for all LEAs B. Parent Engagement – Required if allocation > \$500,000 ○ Include previous year's carryover ○ Show 90% of 1% of funds were distributed to schools, prioritizing high-need schools C. Private Schools – If applicable Evidence may include: • Internal tracking for each set-aside • Expenditure report broken out by set-aside • Chart of accounts (if set-asides are not labeled in reports)



Program Checklist Item Rubric

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

	1	2	3	4
Risk Level Determinations	Low risk: (<i>one</i> of the following applies) • has direct impact on student educational outcomes • directly impacts equity, or educational opportunities • potential for Civil Rights legal action • can result in audit recovery of federal funds	Moderate risk: (<i>two</i> of the following apply) • has direct impact on student educational outcomes • directly impacts equity, or educational opportunities • potential for Civil Rights legal action • can result in audit recovery of federal funds	High risk: (<i>three</i> of the following apply) • has direct impact on student educational outcomes • directly impacts equity, or educational opportunities • potential for Civil Rights legal action • can result in audit recovery of federal funds	Highest risk: (<i>four</i> of the following apply) • has direct impact on student educational outcomes • directly impacts equity, or educational opportunities • potential for Civil Rights legal action • can result in audit recovery of federal funds



Determinations

Risk Level Scores are tied to Determinations.

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

Exemplar

No Risk Level Score

Fully Implemented

No Risk Level Score

Partially Implemented

Risk Level Score

Not Implemented

Risk Level Score

N/A

No Risk Level Score



Determinations Defined

Exemplar – The LEA has exceeded the minimum requirements and is implementing according to best practices. This LEA's implementation is an example for other LEAs. (No Risk Level Score)

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

Partially Implemented – The LEA has demonstrated implementation of one or more of the sub-items (Evidence) or a portion of the item but has not implemented all the requirements for this item. (Risk Level Score added to Risk Assessment)

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

Evidence Needed – There is not sufficient evidence to determine if the requirements are implemented. Additional evidence is needed to determine implementation status. Final determination status will be adjusted when the review closes to indicate implementation level. *

N/A – The item does not apply to the LEA, or the item is not being reviewed.



LEAs Selected for 2026–27

Small LEAs	Medium LEAs	Large LEAs
Boistfort School District	Aberdeen School District	Bremerton School District
Bridgeport School District	Anacortes School District	Central Valley School District
Centerville School District	Blaine School District	Cheney School District
Cosmopolis School District	Coupeville School District	Edmonds School District
Damman School District	Highland School District	Everett School District
Darrington School District	Kiona-Benton City School District	Kent School District
ESD 123 acting as a school district	Meridian School District	Lake Stevens School District
Evaline School District	Mount Baker School District	Lynden School District
Glenwood School District	Port Townsend School District	Monroe School District
Hood Canal School District	Quincy School District	Oak Harbor School District
Impact Black River Elementary	South Whidbey School District	Quillayute Valley School District
Mill A School District	Sultan School District	Snohomish School District
Mount Pleasant School District		Stanwood-Camano School District
North River School District		
Oakville School District		
Office of the Governor (Sch for Blind)		
Onalaska School District		
Rooted Charter School		
Thorp School District		
Wishram School District		



Civil Rights



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Today's Goals

Key
Resources

Five Tips for
Success

We're Here
to Help



Key Civil Rights Resources

Locating the checklist and the civil rights resources on our website



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Civil Rights Program Review Landing Page



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[Information for Families: Civil Rights in Washington Schools](#)
[Resources for School Districts](#)
[Nondiscrimination Law & Policy](#)

Program Review and Support- Civil Rights

Preparing for the civil rights [Program Review & Support](#) (formerly Consolidated Program Review [CPR])? Please [see the information and resources below](#) for each item.

Program Review: Resources and Technical Assistance

[2025-26 Civil Rights Checklist \(PDF\)](#)

- [14.1 – Section 504 \(PDF\)](#) (updated 08/18/2025)
- [14.2 – Language Access \(PDF\)](#) (updated 08/18/2025)
- [14.3 – English Language Development Services \(PDF\)](#) (updated 08/18/2025)
- [14.4 – Equity in Course and Program Enrollment \(PDF\)](#) (updated 08/18/2025)
- [14.5 – Equity in Student Discipline \(PDF\)](#) (updated 08/18/2025)
- [14.6 – Equity in Athletics: Accommodating Athletic Interests and Abilities \(PDF\)](#) (updated 08/18/2025)
- [14.7 – Equity in Athletics: Annual Athletic Evaluation and Outside Sources of Funding \(PDF\)](#) (updated 08/18/2025)

Self-Assessment: Resources and Technical Assistance

[2023-24 Civil Rights Self-Assessment \(DOCX\)](#)

Resources and Technical assistance for the Self-Assessment will be published soon. In the meantime, please contact the Equity & Civil Rights Office for technical assistance.

Contact Information
[Equity & Civil Rights](#)
[360-725-6162](#)
TTY: [360-664-3631](#)

(Bookmark me!)



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Sample TA Guide:

Item 14.2: Language Access Services



Guide to Item 14.2

Language Access (Interpretation and Translation) Services

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

OSPI Tools and Resources:

[OSPI Sample Home Language Survey](#): Available in 40 languages

Legal Background

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

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

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

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

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

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



Five Tips for Success

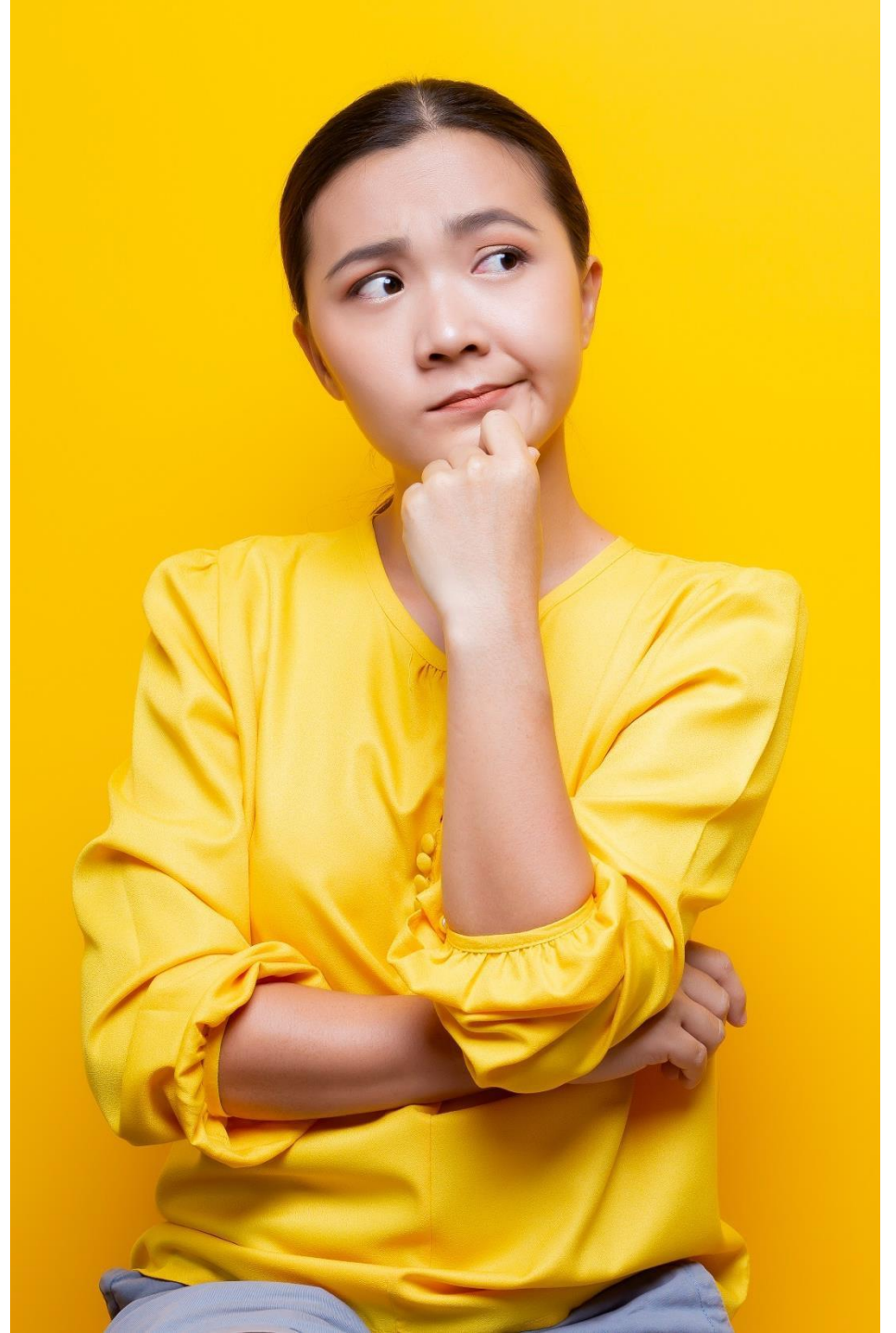
Sharing tips and common pitfalls



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Five Tips for Success

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



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

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



2. Read the checklist carefully.

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



3. Submit everything we have requested.

Most of the civil rights items have multiple subitems. Please make sure that you respond to *each* subitem.

- Responses could include:
 - Submitting evidence.
 - Submitting a description.
 - Explaining why a subitem does not apply to your LEA.*

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

4. Use the TA Guides.

Guide to Item 14.3
English Language Development Services

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

As a result, if your LEA:

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

OSPI Tools and Resources

- [OSPI Sample Home Language Survey](#): Available in 40 languages
- [WA State Policies and Practices Guide](#): Comprehensive guidance from OSPI (2024)
- [Multilingual Learner Action Plan Toolkit](#)
- [English Learner Toolkit](#) (OCR)

Legal background

Each LEA is required to:

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

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

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EL Identification and Placement (14.3.A-C)

Evidence to Provide

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

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

Tips for Program Review

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

ELD Services Staffing (14.3.D and E)

Evidence to Provide

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

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

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5. Know when to ask for help!

Don't be afraid to ask your colleagues.

For each item on the checklist, ask yourself:

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

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



What If I Need Help?

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



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2026-27 Civil Rights Monitors

Kai-Chin Chan (she/her)

Kai-Chin.Chan@k12.wa.us

Kasha Roseta (she/her)

Kasha.Roseta@k12.wa.us

Kristin Hennessey (she/her)

Kristin.Hennessey@k12.wa.us

You can also leave a voicemail for any of us at **(360) 725-6162.**



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Last Burning Questions?



Break



Fiscal

Program Review & Support 2026-27 *Section 15*

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



Fiscal Program Review Checklist-Helpful Hints

*FISCAL REVIEW OF PRIOR YEAR 2025-26 EXPENDITURES, TRANSACTIONS, AND POLICIES/PROCEDURES/PROCESSES.

Item 15.1-Grant Claims and Expenditures:

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

- Provide expenditure summary and detail reports (excluding benefits) for **all** federal grants included in the PR&S review that you made claims on for the school year under review (**no state grants**).
 - This includes **Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title V, Part B, Perkins, School Improvement, Title IX McKinney-Vento, Immigrant Student Supports, Recruiting and Retaining SPED Teachers, Increasing Educator Capacity in Multilingual Programs, Stronger Connections, Non-Traditional Fields, and Career and Technical Education/Juvenile Rehabilitation Admin.**
 - Even if you are having a limited review with selected programs, include **all** programs when submitting expenditure reports for fiscal.
- Provide an explanation and/or support of any differences between the grant claims and expenditure reports.

In this section, the reviewers look to make sure:

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



Fiscal Program Review Checklist-Helpful Hints (cont.)

Item 15.2-Accounts Payable Charges:

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



Fiscal Program Review Checklist-Helpful Hints (cont.2)

Item 15.2-Accounts Payable Charges:

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

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



Fiscal Program Review Checklist-Helpful Hints (cont.3)

Item 15.3-Payroll Charges:

- In this section, we review to make sure:
 - The LEA has adequate **internal controls** to ensure payroll costs are accurate, allowable and properly allocated. This includes having written procedures that include whether the LEA follows the old time and effort guidance, the new guidance or a combination of both.
 - The required time and effort is prepared timely for each applicable employee.
 - The LEA reviews actual versus budgeted payroll charges to make adjustments as needed.
 - The LEA reviews staff reassignments periodically to determine any necessary time and effort changes.



Fiscal Program Review Checklist-Helpful Hints (cont.4)

Item 15.3-Payroll Charges:

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

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



Program Review Resources

- **OSPI Program Review webpage:**

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

- **OSPI Fiscal Program Review webpage:** [Fiscal Guidance | OSPI \(www.k12.wa.us\)](https://www.k12.wa.us/policy-funding/grants-grant-management/consolidated-program-review)

- **Fiscal Program Review Report Examples:**

- Expenditure Summary Report
 - [instructions-example-expenditure-summary-report.pdf](#)
- Expenditure Detail Report
 - [instructions-example-expenditure-detail-report.pdf](#)
- Payroll Distribution Report
 - [instructions-example-payroll-distribution-report.pdf](#)
- For non-WSIPC LEAs, review examples and provide comparable data.



Contact Information

Program Review Fiscal Contacts:

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EGMS: Program Reviews

Your Access to Program Reviews

The top screenshot shows the EGMS dashboard with the 'Monitoring' task highlighted in the 'Task Summary By Phase' section. The 'Monitoring' task has a count of 2. The 'Task Summary By Due Date' section shows 5 tasks due late, 0 due within 7 days, 4 due within 30 days, and 3 due in more than 30 days. The 'My Feed' section shows a chat message from Auburn Admin (Partner) to @Test10 OSPITestAccount10.

The bottom screenshot shows the 'Pending Tasks (Assigned To Me)' section. The table lists 12 records, with the Monitoring task (MON-00030) highlighted. The table has columns for EGMS ID, Type, Status, Subject, Created By, Due Date, and Actions.

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

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

Overview Tab

The screenshot shows the 'Education Grants Management System' interface. The top navigation bar includes 'Opportunities', 'Applications', 'Grants', and 'Monitoring'. The left sidebar contains sections for 'Search', 'Tasks' (My Tasks, Pending Tasks, Completed Tasks), 'Activities' (Organization, Recently Viewed, Technical Support, Contact Us), and a 'Grants Portal' dropdown. The main content area is titled 'Program Review & Support' and displays a progress bar with stages: Created, Sent to Organization for Response, Submitted to Grantor, Report Sent to Organization, and Closed. Below the progress bar are tabs for 'Overview' (highlighted with a red box), 'Program Review', 'History', and 'Collab'. The 'Overview' tab shows 'General Information' with fields for Review Type, Program & Fiscal, Start Date, End Date, OSPI Team Lead, and Organization Team Lead (highlighted with a red box). The 'Description' section provides a detailed overview of the continuum's focus and lists the programs reviewed.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Education Grants Management System

Grants Portal

Opportunities Applications Grants Monitoring

Search

Search...

All

Tasks

My Tasks

Pending Tasks

Completed Tasks

Activities

Organization

Organization Profile

Recently Viewed

Technical Support

Contact Us

Program Review

Program Review & Support

Edit Submit to Grantor Notify Program Reviewers

EGMS ID
MON-00048

Status
Sent to Organization for Response

Subrecipient Organization
Auburn School District

Created

Sent to Organization for Response

Submitted to Grantor

Report Sent to Organization

Closed

Overview

Program Review

History

Collab

General Information

Review Type
OSPI Team Lead

Program & Fiscal
Test27 OSPI TestAccount27

Start Date
08/28/2023

End Date
11/17/2023

Organization Team Lead
Auburn Admin

Description

Description

The main focus of this continuum is to support LEAs as partners with an emphasis on student outcomes. This process is used to monitor several programs under the Elementary and Secondary Education Act (ESEA). This oversight process fulfills requirements under state and federal regulations. The process includes a review of the following programs.

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

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

Program Review Tab

Washington Office of Superintendent of PUBLIC INSTRUCTION Education Grants Management System

Grants Portal

Opportunities Applications Grants Monitoring

Search

Search...

All

Tasks

My Tasks

Pending Tasks

Completed Tasks

Activities

Monitoring Activities

Schedule

Program Reviews

Payments

Reimbursements

Refunds

Reporting

Progress Reports

Recently Viewed

Program Review

Program Review & Support

Edit Submit to Grantor Notify Program Reviewers

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

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

Overview Program Review History Collab

Programs and Review Items

Search...

* Records are sorted by Created Date ascending order

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

Total Records: 4

Edit Submit to Grantor Notify Program Reviewers

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

Program Review Tab 2

Washington Office of Superintendent of PUBLIC INSTRUCTION Education Grants Management System

Grants Portal

Opportunities Applications Grants **Monitoring**

Search

Search...

All

Tasks

My Tasks

Pending Tasks

Completed Tasks

Activities

Monitoring Activities

Schedule

Program Reviews

Payments

Reimbursements

Refunds

Reporting

Progress Reports

Recently Viewed

Program Review

Program Review & Support

Edit Submit to Grantor Notify Program Reviewers

EGMS ID MON-00048

Status Sent to Organization for Response

Subrecipient Organization Auburn School District

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

Overview Program Review History Collab

Programs and Review Items

Search...

Showing 1 to 4 of 4 records

* Records are sorted by Created Date ascending order

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

Edit Submit to Grantor Notify Program Reviewers

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

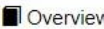
Responding to Checklist Items

 Washington Office of Superintendent of
PUBLIC INSTRUCTION

Education Grants Management System

 Grants Portal 

 Opportunities Applications Grants **Monitoring**

 Overview  Program Review  History  Collab

Search

Search...

All

Tasks

My Tasks

Pending Tasks

Completed Tasks

Activities

Monitoring Activities

Schedule

Program Reviews

Payments

Reimbursements

Refunds

Reporting

Progress Reports

Recently Viewed

Programs and Review Items

Search...

* Records are sorted by Created Date ascending order

Showing 1 to 4 of 4 records

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

Review Items

Search...

Showing 1 to 2 of 2 records

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

 Use the

to expand each row to see the checklist (or Review) items. Click on the

to read the **Description** if needed.

Responding to Checklist Items (cont.)

The screenshot displays the 'Education Grants Management System' interface. The top navigation bar includes the Washington Office of Superintendent of Public Instruction logo, the system name, and a 'Grants Portal' dropdown. The main navigation menu on the left lists various sections: Opportunities, Applications, Grants, Monitoring, Tasks, My Tasks, Activities, Monitoring Activities, Payments, Reporting, and Recently Viewed. The 'Monitoring' section is currently active, showing a table of checklist items. The table has columns for Item #, Title, Description, Risk Score, Determination, Actions Required, and Actions. The first item, 'Comprehensive Needs Assessment' (Item # 18.1), is highlighted with a red box around its checkbox. Below the table, the 'Evidence' section is expanded, showing a search bar and a table of evidence records. The evidence table has columns for Item #, Evidence Description, and Evidence Met?. The first record shows a link to a PDF document. Below the evidence section, the 'Notes and Attachments' section is also visible, showing a search bar and a table of notes and attachments. The table has columns for Type, Related Evidences, Description, File Name, Last Updated By, Last Updated On, and Actions. The status 'No Records Found' is displayed at the bottom of the notes and attachments section.

Washington Office of Superintendent of PUBLIC INSTRUCTION Education Grants Management System

Grants Portal

Monitoring

Showing 1 to 2 of 2 records

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

Evidence

Showing 1 to 1 of 1 records

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

Total Records: 1

Notes and Attachments

Showing 0 to 0 of 0 records

Type	Related Evidences	Description	File Name	Last Updated By	Last Updated On	Actions
------	-------------------	-------------	-----------	-----------------	-----------------	---------

No Records Found

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

Responding to Checklist Items (cont.2)

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

Washington Office of Superintendent of
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Education Grants Management System

Grants Portal

Search

Search...

All

Tasks

My Tasks

Pending Tasks

Completed Tasks

Activities

Monitoring Activities

Schedule

Program Reviews

Payments

Reimbursements

Refunds

Reporting

Progress Reports

Recently Viewed

Search...

Showing 1 to 1 of 1 records

Item #
A

Notes and Attachments

Search...

Showing 0 to 0 of 0 records

Type	Related Evidences
------	-------------------

Add Note/Attachment

Save

* Required to Save * Required to Submit

Overview

Program
Consolidated Grant Program Review Test

Focus Area
Title IV, Part A

Review Item #
18.1

*Type
--None--

*Related Evidences

This field is required

Description

*Description

Characters: 0 Characters Left: 4000

Save

Add

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

Responding to Checklist Items (cont.3)

A window (Add Note/Attachment) will pop-up.

3. Complete each field (Type, Related Evidence, and Description) in the window and

4. Click Save

Add Note/Attachment

Required to Save Required to Submit

Overview

Program: Consolidated Grant Program Review Test Focus Area: Title I, Part A Review Item #: 1.1

Type

Attachment

Description

Expenditure Report for Title I Elementary attached

Characters: 44 Characters Left: 3956

Save

Save

Item #	Type	Related Evidences	Description	File Name	Last Updated By	Last Updated On	Actions
1.1	Note	A	testing	N/A	Auburn Admin	12/01/2023 3:26 PM	



Responding to Checklist Items (cont.4)

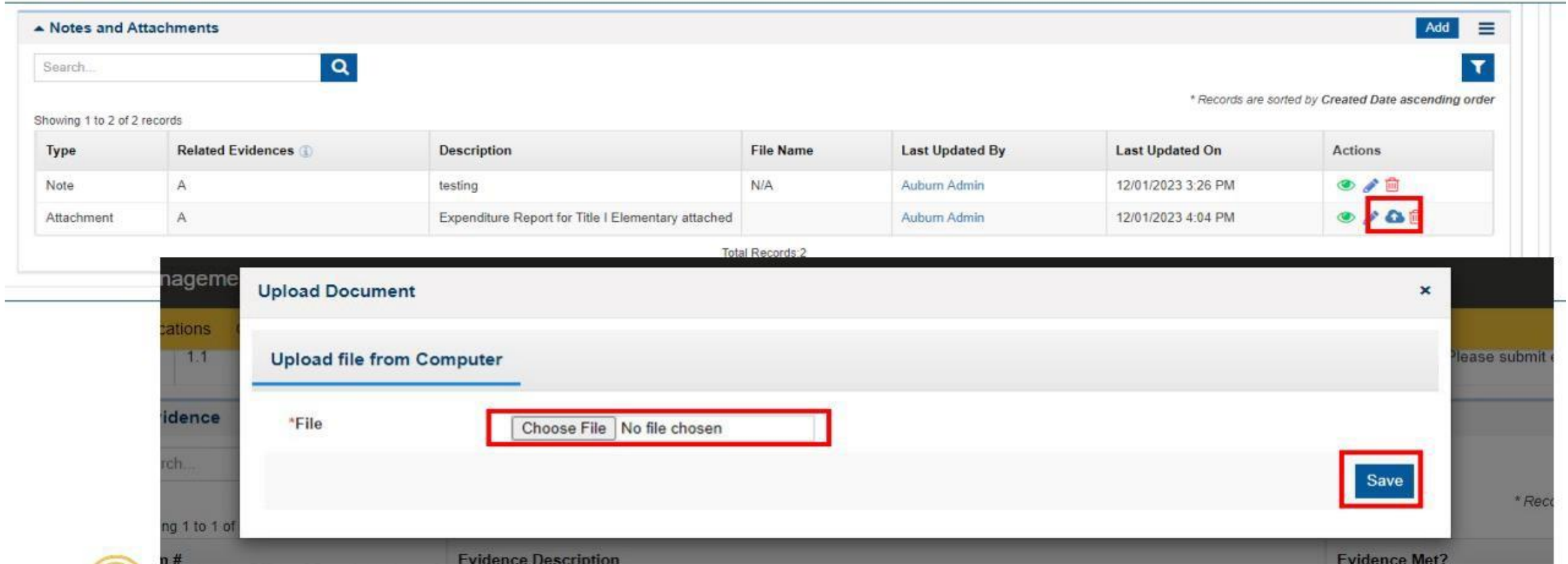
If selected "Attachment" in the Type field, a new action icon allowing to upload the file will pop-up.

5. Click on the Upload Document Actions icon  (blue cloud with up arrow).

6. In the pop-up window click on "Choose File".

7. In the folder pop-up, select the appropriate document from your files.

8. Click Save



Notes and Attachments Add ≡

Search... 🔍 🔼

* Records are sorted by Created Date ascending order

Showing 1 to 2 of 2 records

Type	Related Evidences ①	Description	File Name	Last Updated By	Last Updated On	Actions
Note	A	testing	N/A	Auburn Admin	12/01/2023 3:26 PM	  
Attachment	A	Expenditure Report for Title I Elementary attached		Auburn Admin	12/01/2023 4:04 PM	   

Total Records: 2

Upload Document

×

Upload file from Computer

*File Choose File No file chosen

Save



Responding to Checklist Items (cont.5)

Pop-up window will confirm the attachment was uploaded successfully.

9. Close the pop-up window

10. See the file in the new row.

The screenshot displays a web application interface. A modal window titled "Upload Document" is open, showing a confirmation message: "Attachment saved successfully. To replace the uploaded attachment, please use the 'Choose' field to select another attachment and click the 'Save' button." Below this message is a file selection area with a "Choose File" button and the text "No file chosen". A "Save" button is located at the bottom right of the modal. In the background, a table titled "Notes and Attachments" is visible, showing two records. The second record, which is highlighted with a red box, is an "Attachment" related to evidence "A", with the description "Expenditure Report for Title I Elementary attache" and the file name "1.1-Title IA RandA.docx".

Upload Document

Upload file from Computer

- Attachment saved successfully. To replace the uploaded attachment, please use the 'Choose' field to select another attachment and click the 'Save' button.

*File No file chosen

Notes and Attachments

Showing 1 to 2 of 2 records

Type	Related Evidences	Description	File Name	Last Updated By	Last Updated On	Actions
Note	A	testion	N/A	Auburn Admin	12/01/2023 3:26 PM	
Attachment	A	Expenditure Report for Title I Elementary attache	1.1-Title IA RandA.docx	Auburn Admin	12/01/2023 4:06 PM	

Total Records: 2

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EGMS Supports

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





Program Review & Support Resources

Resources Program Website + Resources | Guides



Washington Office of Superintendent of
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Title I, Part A

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

Title I, Part C

- [Migrant Education Program](#)

Title I, Part D

- [Neglected and Delinquent](#)

Title II, Part A

- [Improving Teacher and Principal Quality](#)

Title III

- [Multilingual Education Services](#)

Title IV, Part A

- [Student Support and Academic Enrichment](#)

Title V, Part B

- [Rural Education Initiative](#)

Title I, System & School Improvement

- [System and School Improvement](#)

Career & Tech Ed

- [Career & Technical Education \(CTE\)](#)

Civil Rights

- [Equity and Civil Rights](#)

Equitable Services

- [Private School Participation in Federal Programs](#)

Fiscal

- [Fiscal Guidance](#)

Foster Care

- [Foster Care](#)

McKinney- Vento

- [Students Experiencing Homelessness](#)

Tribal Consultation

- [Tribal Consultation](#)

Program Review & Support

- [Program Review & Support](#)



Questions

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