



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**Annual Grants Monitoring Indicators for Fiscal Year 2021**  
**Evidence List for Title I-A Program Monitoring**

This document lists indicators that apply to local education agencies (LEAs) receiving Title I-A program monitoring and the corresponding mandatory evidence for each. LEAs must upload all mandatory evidence to [Box](#) by **June 30, 2022**. Based on reviewing the evidence LEAs provide by June 30, the Office of the State Superintendent of Education (OSSE) may request additional evidence.

To request access to [Box](#), please submit a ticket using the [OSSE Support Tool](#). For other questions, please contact [OSSE.Monitoring@dc.gov](mailto:OSSE.Monitoring@dc.gov).

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## Standards, Assessment and Accountability

### Indicator 1.1

The grantee demonstrates that it has adopted challenging academic standards and complied with requirements for assessments. Elementary and Secondary Education Act,(ESEA) ESEA §1111(b)

Description of Evidence
<b>Mandatory:</b> Evidence already on file with OSSE, no further action required from grantee.

### Indicator 1.2

The grantee complies with the state's requirement of completing the Home Language Survey at initial enrollment of a student in a public school in the District of Columbia to determine if a student is eligible to take an English language proficiency screener. (ESEA §1111(b); 1111(b)(2)(F)(i); 1112(e)(3))

Description of Evidence
<b>Mandatory:</b> Documentation of requiring completion of the Home Language Survey at initial enrollment in a public school in DC. Evidence should include:  - Home Language Survey - one copy of the LEA's Home Language Survey that is administered; - Evidence of Administration - copies of completed Home Language Surveys for a sample student's first time in a District of Columbia school if applicable; and - Method of Administration - a brief narrative describing the method of administering the Home Language Survey, including to whom and by whom it is administered. Please include a brief description of the steps taken after reviewing the data collected in the Home Language Survey.

*Indicator 1.3 - not applicable for 2020-21 school year*

## Improving the Academic Achievement of the Disadvantaged

### Indicator 2.1

The grantee ensures it collaborates with the state and local child welfare agency to develop and implement clear written procedures and practices to ensure educational stability for children in foster care. Such collaboration includes: (1) ensuring that a child enrolls or remains in the child's school of origin, unless it is determined not to be in the child's best interest; (2) if a child does not remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce required records; (3) the enrolling school shall immediately contact the school last attended to obtain records; (4) develop written procedures on how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged and funded for the duration of the time in foster care. (ESEA 1111(g)(1)(E); 1112(c)(5)(B))

#### Description of Evidence

**Mandatory:** Written procedures for ensuring educational stability for children in foster care.

Evidence should include:

1. Collaboration with the child welfare agency
2. LEA foster care point of contact role and responsibilities

### Indicator 2.2

The grantee has a current approved Local Education Agency Plan (LEA Plan) with all required components. (ESEA §1112(a)(1))

#### Description of Evidence

**Mandatory:** LEA Plan (on file with OSSE, no further action required by the grantee).

**Mandatory:** Documentation describing the consultation with required stakeholders for the 2020-21 school year LEA Plan submitted with the fiscal year 2021 (FY21) ESEA ConApp.

*Evidence may include:*

- A list of names of people filling applicable stakeholder roles based on local context;
- Invitations/notices of meetings or surveys to solicit input;
- Agendas and minutes from consultation meetings;
- Revisions to the LEA Plan reflecting stakeholder input;
- Meeting presentation materials (PowerPoint, handouts, etc.);
- Sample of documents examined during stakeholder engagement activities; or
- Schedule of stakeholder engagement activities.

### Indicator 2.3

The grantee ensures that all teachers in Title I schools meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. (ESEA §§1111(g)(2)(J), 1112(c)(6))

#### Description of Evidence

<b>Mandatory:</b> Statement of applicability.
<b>Mandatory for LEAs that require teachers to meet DC licensure requirements:</b> List of all teachers working in a Title I school and licensure and/or certification status for each listed teacher.

*Indicator 2.5 – not applicable for school year 2020-21*

**Indicator 2.6**

The grantee ensures it has a written process and timeline to notify parents if their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. ESEA§1112(e)(1)(B)(ii)

Description of Evidence
<p><b>Mandatory:</b> Statement of applicability Applicable LEAs: -The written process and timeline to notify parents, as applicable for teacher assignments and required licensure -A sample parent notification, if sent in the 2020-21 school year.</p>
<p><b>Mandatory for LEAs that require teachers to meet DC licensure requirements:</b> The written process and timeline to notify parents, as applicable for teacher assignments and required licensure</p>
<p><b>Mandatory for LEAs that require teachers to meet DC licensure requirements:</b> A sample parent notification, sent in the 2020-21 school year.</p>

**Indicator 2.7**

The grantee ensures that within 30 calendar days of the start of the school year OR within two weeks of a placement for students who enroll after the start of the school year, parents are notified of an English learner (EL) identified for participation or participating in a language instruction educational program (LIEP). The parent notification must include all seven statutorily required elements. (ESEA 1112(e)(3)(A)(i-vii), 1112(e)(3)(B))

Description of Evidence
<p><b>Mandatory:</b> Documentation the LEA ensures parents are notified of an EL identified for participation or participating in an LIEP. <i>Evidence may include:</i> -Two copies of notifications sent to parents that include all seven statutory requirements (one English and one translated version). -Two copies of notifications that are sent to parents for a child with a disability, if applicable (one English and one translated version). -EL student enrollment and identification dates (on file at OSSE).</p>

### Indicator 2.8

The grantee implements an effective means of outreach to parents of ELs on how they can be involved in the education of and be active participants in assisting their children attain English proficiency, achieve at high levels and meet the challenging state academic standards. Such outreach to parents must be in an understandable and uniform format and provided in a language the parent can understand. (ESEA §1112(e)(3)(C)(i))

Description of Evidence
<p><b>Mandatory:</b> Documentation of EL parent outreach activities.</p> <p><i>Evidence may include:</i></p> <ul style="list-style-type: none"><li>- Copy of a communication log (English version),</li><li>- Translated documents or flyers (English and translated versions),</li><li>- Translated school improvement team invitation letter/flyer sent to parents of ELs and attendance records (in-person or virtual), if applicable (translated versions),</li><li>- Copy of interpreter receipt, if applicable (English version),</li><li>- Presentation materials from meetings related to EL identification, EL programming and parents' rights (e.g., discussion or talking points, template or conversation guide, list of questions, PPT),</li><li>- EL student enrollment and identification dates (on file at OSSE).</li></ul>

### Indicator 2.9

The grantee holds regular meetings and sends parents of ELs notices of such meetings for the purpose of (ESEA §1112(e)(3)(c)(ii)):

1. Formulating and responding to recommendations from parents;
2. Informing parents how to actively participate in the education of their child;
3. Informing parents how to be informed of decision related to services provided to ELs.

Description of Evidence
<p><b>Mandatory:</b> Documentation of EL parent engagement.</p> <p><i>Evidence may include:</i></p> <ul style="list-style-type: none"><li>- Agendas, attendance records (in-person or virtual), minutes, or materials shared during opportunities for involvement.</li><li>- Communication related to opportunities for parents/families of ELs participation.</li><li>- Presentation materials from parent meetings and/or events related to supporting ELs with language attainment and academic needs (e.g., discussion or talking points, list of questions, PPT, resources provided).</li></ul>

### Indicator 2.10a (for Schoolwide Programs only)

The grantee ensures that schools develop and implement a compliant schoolwide plan in understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand that includes the following statutory components (ESEA §§1114(b)(2), (b)(3), (b)(5), (b)(6), (b)(7); 34 CFR 200.26):

1. Comprehensive Needs Assessment;

2. Schoolwide Reform Strategies;
3. Parent, Family and Stakeholder Engagement;
4. Evaluation; and
5. If applicable, Coordination and Integration of Federal, State and Local services and programs.

Description of Evidence
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<p><b>Mandatory for <i>Schoolwide Program Schools</i> only:</b> Documentation that the LEA ensures that schools develop and implement compliant schoolwide plans that include statutory components.</p>
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*Evidence may include:*

- Agendas, attendance records (in-person or virtual), notes, planning documents.
- Schoolwide plan revisions (e.g., adjustments that were made or plan to be made to the plan to address students not making progress).
- Student data analysis (e.g., tools or processes to identify the strengths and needs of students, teachers, school and community).
- Evidence of interviews, focus groups, or surveys.
- Meeting/event presentation materials (e.g., PowerPoint, handouts, discussion or talking points, list of questions, PPT, resources provided).
- Written communication, including email, letters, newsletters, URLs.
- Documentation that plan was developed in a one-year period (unless otherwise exempted by the law) for sample schools identified by the LEA from each applicable grade span.
- Schoolwide plan.
- Needs assessment used to inform schoolwide plan.
- Documentation that describes that the plan was developed with the involvement of parents, other members of the community to be served, and individuals who will carry out the plan (teachers, principals, school leaders, etc.).
- Documentation that describes the process of evaluation of the prior year's schoolwide plan or plan to evaluate current schoolwide plan.
- Documentation that describes the process of the coordination and integration of federal, state and local funds, if appropriate and applicable.
- Documentation that the plan is available to grantee, parents and public and provided to parents in a language they can understand and translated for stakeholders.

**Indicator 2.10b (for Schoolwide Programs only)**

The grantee's schoolwide program plan is developed with the involvement of parents and other members of the community. (ESEA §§ 1114(b)(2), 1116(c)(3))

Description of Evidence
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<p><b>Mandatory for <i>Schoolwide Program Schools</i> only:</b> Description of process for determining eligible students and selection of the students who will participate in program.</p>
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*Evidence may include:*

- Copy of multiple educationally related, objective criteria used to identify students.

- Analysis of student data used to determine eligibility.
- Documentation showing selection of students to be served by grade and subject area.
- A detailed analysis of all student subgroups.
- Schedule with dates for regular review of Targeted Assistance program.
- Examples of how the data is being used by administration, teachers and parents to guide decisions and instruction.
- Exit criteria by the school.
- Tools or processes to identify the strengths and needs of students, teachers, school and community.
- Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior and family and community involvement.
- As needed, evidence of interviews, focus groups, or surveys.

**Indicator 2.10c (for Schoolwide Programs only)**

The grantee ensures all schoolwide plans and their implementation are regularly monitored and revised as necessary based on student needs. (ESEA §1114(b)(3))

**Description of Evidence**

**Mandatory for Schoolwide Program Schools only (same evidence as for 2.10b):**

Description of process for determining eligible students and selection of the students who will participate in program.

*Evidence may include:*

- Copy of multiple educationally related, objective criteria used to identify students.
- Analysis of student data used to determine eligibility.
- Documentation showing selection of students to be served by grade and subject area.
- A detailed analysis of all student subgroups.
- Schedule with dates for regular review of Targeted Assistance program.
- Examples of how the data is being used by administration, teachers and parents to guide decisions and instruction.
- Exit criteria by the school.
- Tools or processes to identify the strengths and needs of students, teachers, school and community.
- Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior and family and community involvement.
- As needed, evidence of interviews, focus groups, or surveys.

**Indicator 2.10d**

The LEA ensures it has a process for making the schoolwide plan available to the LEA, parents and the public. (ESEA §1114(b)(4))

**Description of Evidence**



**Mandatory for Schoolwide Program Schools only (same evidence as for 2.10b):**

Description of process for determining eligible students and selection of the students who will participate in program.

*Evidence may include:*

- Copy of multiple educationally related, objective criteria used to identify students.
- Analysis of student data used to determine eligibility.
- Documentation showing selection of students to be served by grade and subject area.
- A detailed analysis of all student subgroups.
- Schedule with dates for regular review of Targeted Assistance program.
- Examples of how the data is being used by administration, teachers and parents to guide decisions and instruction.
- Exit criteria by the school.
- Tools or processes to identify the strengths and needs of students, teachers, school and community.
- Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
- As needed, evidence of interviews, focus groups, or surveys.

**Indicator 2.11**

The grantee ensures it has a written process for (ESEA §1115(b), 1115(c)(1)(B)):

1. Developing, implementing and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the state's challenging student academic achievement standards; and
2. How students are ranked for multiple academic selection criteria.

**Description of Evidence**

**Mandatory for Targeted Assistance Schools only:** Description of process for determining eligible students and selection of the students who will participate in program.

*Evidence may include:*

- Copy of multiple educationally related, objective criteria used to identify students.
- Analysis of student data used to determine eligibility.
- Documentation showing selection of students to be served by grade and subject area.
- A detailed analysis of all student subgroups.
- Schedule with dates for regular review of Targeted Assistance program.
- Examples of how the data is being used by administration, teachers and parents to guide decisions and instruction.
- Exit criteria by the school.
- Tools or processes to identify the strengths and needs of students, teachers, school and community.
- Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior and family and community involvement.
- As needed, evidence of interviews, focus groups, or surveys.

### Indicator 2.12a

The grantee ensures that schools develop and implement a compliant Targeted Assistance program that includes the following seven components (ESEA 1115(b)(2)(A-G)):

1. Use program's resources to help eligible children meet the state's challenging academic standards;
2. Use methods and instructional strategies to strengthen the academic program of the school;
3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;
4. Provide professional development;
5. Strategies to increase the involvement of parents of eligible children; and
6. If appropriate and applicable, coordinate with federal, state and local programs.

Description of Evidence
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<p><b>Mandatory for Targeted Assistance Schools only:</b> Description of process for determining eligible students and selection of the students who will participate in program.</p>
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*Evidence may include:*

- Copy of multiple educationally related, objective criteria used to identify students.
- Analysis of student data used to determine eligibility.
- Documentation showing selection of students to be served by grade and subject area.
- A detailed analysis of all student subgroups.
- Schedule with dates for regular review of Targeted Assistance program.
- Examples of how the data is being used by administration, teachers and parents to guide decisions and instruction.
- Exit criteria by the school.
- Tools or processes to identify the strengths and needs of students, teachers, school and community.
- Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior and family and community involvement.
- As needed, evidence of interviews, focus groups, or surveys.

### Indicator 2.12b

Each Title I Targeted Assistance School will provide the LEA assurances that it will (ESEA 1115(b)(2)(G)):

1. Help provide an accelerated, high-quality curriculum.
2. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part.
3. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging state academic standards.

Description of Evidence
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**Mandatory for Targeted Assistance Schools only:** Assurances provided by school(s) to LEA.

### Indicator 2.13

The grantee ensures that the progress of children participating in a Targeted Assistance program is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children. (ESEA 1115 (b)(2)(G)(iii))

#### Description of Evidence

**Mandatory:** Documentation the LEAs reviews the Targeted Assistance program on an ongoing basis and revised if necessary.

*Evidence may include:*

- Schedules with dates for regular review for Title I Targeted Assistance school.
- Documentation of data review meetings.
- Documentation of program adjustments based on data review and progress monitoring.
- Student progress monitoring (evidence of progress/lack of progress).

### Indicator 2.14 (DCPS Only)

The grantee ensures that Title I funds support a coordinated effort to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. (ESEA §1113(c)(3)(A)(i))

#### Description of Evidence

**Mandatory for DCPS only:** Documentation the LEA ensures Title I funds support a coordinated effort to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act.

*Evidence may include:*

- Email or written communication regarding need of homeless students and families.
- Consultation meetings with the Homeless Education Liaison.

### Indicator 2.15

The grantee ensures it has a process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written parent and family engagement policy that meet statutory requirements, to include (ESEA §§1116(a)(2), 1116(b), 1116(c)):

1. LEA Title I Parent and Family Engagement Policy; and/or
2. School-Level Title I Parent and Family Engagement policy.

#### Description of Evidence

**Mandatory:** Documentation that the LEA has a process to develop jointly with, agree on with and distribute to parent and family members of participating children a written parent and family engagement policy that meets statutory requirements.

*Evidence should include:*

- Dated LEA parent and family engagement policy.

- Dated school-level parent and family engagement policy.
- Notes from parent meetings.
- Announcement flyers/attendance records (in-person or virtual).
- Parents feedback.
- Translated documents.
- Receipts for accommodations/interpreters.
- District/school website, handbooks, or newsletters that shows compliant PFE policies (LEA and school-level).

### **Indicator 2.16a**

The grantee's parental and family engagement policy are developed with meaningful consultation with parents and the policy is distributed in a uniform manner in languages understandable to the parents the policy is updated periodically to meet the changing needs of parents and the school. (ESEA §§1116(a)(2), 1116(b), 1116(c))

#### **Description of Evidence**

**Mandatory:** Documentation the LEA's parent and family engagement policy are developed with meaningful consultation with parents.

Evidence should include:

- Dated grantee LEA-level parent and family engagement policy for current year.
- Agendas, attendance records (in-person or virtual) and meeting minutes documenting parents' involvement in the development of the policy.
- Evidence that the subrecipient distributed information on the parental and family engagement policy to parents.
- Record of parent comments or input about the use of funds for parental involvement.
- Evidence of periodic updates to meet changing needs of parents and the school.
- Translated documents, announcements and flyers.

### **Indicator 2.16b**

The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. (ESEA 1116(a)(2)(B))

#### **Description of Evidence**

**Mandatory:** Documentation at the LEA has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.

Evidence should include:

- Agendas, minutes, attendance records (in-person or virtual) from technical assistance and training.
- Dated school-level parent and family engagement policy for monitoring year:
  - One per elementary, middle and high school level, if applicable.

### Indicator 2.16c

The LEA ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LEA's parent and family engagement policy and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions. (ESEA §1116(a)(2)(D-E))

#### Description of Evidence

**Mandatory:** Documentation that demonstrates the LEA conducts meaningful involvement of parents and family members, an annually evaluation of the content and uses evaluation findings to design evidence-based strategies.

*Evidence may include:*

- Agendas, meeting minutes, attendance records (in-person or virtual) or communications regarding policy evaluation.
- Revised policies indicating changes as a result of studying effectiveness.
- Summary of evaluation results.

### Indicator 2.16d

The grantee ensures that each school in the LEA or a school convenes an annual meeting at a time convenient for parents to inform them of their (ESEA §§1116(c)(1), (c)(2)):

1. School's requirements and participation in the Title I, Part A programs; and
2. Rights to be involved in those programs.

#### Description of Evidence

**Mandatory:** Evidence that the LEA or school(s) convened an annual meeting at a time convenient for parents to inform them of the school's requirements, participation in the Title I programs and their right to be involved in those programs.

*Evidence may include:*

- Communication sent to parents and families in advance of annual meeting with options for different meeting times.
- Meeting agendas, attendance and minutes for involvement of parents in meetings regarding the planning, evaluation of, or improvement of the school's Title I programs.
- Meeting/event presentation materials shared when engaging parents and the community (e.g., PowerPoint, handouts, discussion or talking points, list of questions, PPT, resources provided).
- Agendas, meeting minutes, attendance records (in-person or virtual), exit tickets or record of parent attendance and feedback for sampled school's annual Title I meeting.
- Presentation materials that indicate parents were informed of their rights, asked for feedback on the Title I program and were told how to offer feedback and file complaints.
- Meeting notices in multiple modes or languages, as applicable.
- Documentation related to any funds used for parental involvement (transportation, child care, etc.).

- Samples of standardized classroom-based English language arts (ELA) and math assessment reports sent to parents in a language that parents can understand (samples must include English and translated versions).
- Samples of any virtual classroom assessment reports sent to parents in a language that parents can understand (samples must include English and translated versions).
- Documentation of home visits, if applicable.

**Indicator 2.16e (applicable only to grantees with awards of \$500,000 or more in Title I-A)**

The grantee ensures that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family engagement activities. (ESEA §1116 (a)(3)(B))

**Description of Evidence**

**Mandatory for only grantees that receive \$500,000 or more in Title I-A:**

Documentation of parent and family input in the decisions regarding parent and family engagement reservation.

*Evidence may include:*

- Announcements/flyers.
- Parents' feedback.
- Translated documents.
- Receipts for accommodations/interpreters.
- Presentation materials that indicate parents were informed of their rights, asked for feedback on the Title I program and were told how to offer feedback and file complaints.
- Meeting notices in multiple modes or languages, as applicable.
- Documentation related to any funds used for parental involvement (transportation, child care, etc.).
- Samples of standardized classroom-based ELA and math assessment reports sent to parents in a language that parents can understand (samples must include English and translated versions).
- Samples of any virtual classroom assessment reports sent to parents in a language that parents can understand (samples must include English and translated versions).
- Documentation of home visits, if applicable.

**Indicator 2.17**

The grantee ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children. (ESEA §1116(f))

**Description of Evidence**

**Mandatory:** Documentation that the LEA ensures all Title I schools provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children.

*Evidence may include:*

- Translated documents/announcements/flyers.
- Receipts for accommodations/interpreters.

**Early Childhood Engagement**  
**(Applicable only to LEAs that serve Grades Pre-K 3-Kindergarten)**

**Indicator 3.1 (LEAs Serving Pre-K 3-Kindergarten only)**

The grantee has developed an agreement with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. (ESEA §1119(a))

**Description of Evidence**

**Mandatory for LEAs that serve Pre-K 3-Kindergarten only:** Evidence already on file with OSSE, no further action required from the grantee.

**Indicator 3.2 (LEAs Serving Pre-K 3-Kindergarten only)**

The grantee's enrollment packet for parents of incoming students includes a question noting which early childhood development program their child attended, if any (whether a Head Start Agency or another program). (ESEA §1119(b)(1), Citywide MOA pp. 7-8)

**Description of Evidence**

**Mandatory for LEAs that serve Pre-K 3-Kindergarten only:** Documentation demonstrating the LEA enrollment packet which includes a question asking for student's previous early childhood program, if any.

*Evidence may include:*

- Online link to LEA enrollment website.
- Copy of electronic enrollment packet completed by parent.
- Hard copy enrollment packet completed by parent.

**Indicator 3.3 (LEAs Serving Pre-K 3-Kindergarten only)**

The grantee 1) meets at least annually with the DC Head Start Association (representing all DC HSAs) to discuss programs and the transition process; 2) meets annually with other early childhood development programs, if feasible, to discuss programs and the transition process; and 3) publicly posts the LEA's transition policy and/or any requirements for new pre-K and kindergarten students. (ESEA §1119(b)(2), Citywide MOA p. 11)

**Description of Evidence**

**Mandatory for LEAs that serve Pre-K 3-Kindergarten only:** Documentation that the grantee met at least annually with DCHSA and/or other early childhood programs to discuss programs.

*Evidence may include:*

- Attendance records (in-person or virtual).
- Grantee notes.
- Meeting/event presentation materials (e.g., PowerPoint, handouts, discussion or talking points, list of questions, PPT, resources provided).
- Public posting of LEA's transition policy and/or requirements for new pre-K and kindergarten students, including URL with publicly available links to LEA's transition



policy and/or requirements (links are on file at OSSE as of March 29, 2019 - LEA may provide updated submission).

### **Indicator 3.4 (LEAs Serving *Pre-K 3-Kindergarten* only)**

Grantee completes *at least one* of the following (ESEA §1119(b)(3), Citywide MOA p. 12):

- Provide OSSE and emails Head Start agencies and other early childhood development program points of contacts as early as possible, but with at least 14 calendar days' notice if feasible, the dates of open houses, playdates, summer academy or transition events for the upcoming school year for confirmed enrolled students;
- Publicly post parent teacher organization (PTO) or other meetings that new or prospective parents may join;
- View incoming students' transition packets, portfolios or other data on their accomplishments and needs, to the extent such data are provided by parents, Head Start agencies and other early childhood development programs or through a secure OSSE data system, and contact early childhood development program staff to discuss individual student needs as needed;
- Conduct meetings involving parents, kindergarten or elementary school teachers and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children; and/or
- Provide translation and/or interpretation services to support meetings and communications with the families, as needed.

#### **Description of Evidence**

##### **Mandatory for LEAs that serve *Pre-K 3-Kindergarten* only:**

Provide at least one of the following:

- Publicly available links to open houses or other transition events (on file with OSSE My School DC website) or emails to families of enrolled students transitioning from Head Start or other early childhood programs;
- Publicly post PTO or other meetings for new or prospective parents via web link;
- Evidence of LEA agendas, notes, presentations, or file review of incoming students' transition packets or other data (if available);
- Evidence of meetings involving parents, kindergarten or elementary school teachers and Head Start teachers and, if appropriate, teachers from other early childhood education programs, to discuss the needs of individual children. Documentation may include meeting attendance records (in-person or virtual), LEA notes or presentations.

### **Indicator 3.5 (LEAs Serving *Pre-K 3-Kindergarten* only)**

The grantee participates in at least two early childhood joint professional events annually with Head Start or other early learning program staff. Participants must include at least one staff member per LEA, which may include a leadership team member or an early childhood development program coordinator. Additional stakeholders could include teachers,

parents, non-teaching staff and additional LEA and Head Start Agency leadership team members. (ESEA §1119(b)(4), citywide MOA pp. 14-15)

Description of Evidence
<p><b>Mandatory for LEAs that serve Pre-K 3-Kindergarten only:</b> Documentation of LEA attendee(s) attending two or more joint professional development events with early childhood programs. Documentation must include attendance records (in-person or virtual).</p> <p><i>Evidence may include:</i></p> <ul style="list-style-type: none"><li>- LEA-Head Start or other early learning program jointly developed training agendas; meeting notes; draft or final guidance materials, etc.; demonstration of a joint planning or coordination effort such as executing a joint training or establishing shared guidance around a topic of mutual interest.</li></ul>



### Indicator 3.6 (LEAs Serving Pre-K 3-Kindergarten only)

The grantee shares resources and strategies with Head Start agencies and to the extent possible with other early childhood programs on standards, curriculum and instruction, which may include one of the following (ESEA §1119(b)(5), citywide MOA pp. 16-17):

- Organize and/or participate in joint professional development on DC Common Core Early Learning Standards (DC CCELS), Common Core State Standards in reading and math, science, arts, the WIDA English Language Development Standards/Early English Language Development Standards, and/or other applicable DC educational standards and how to effectively use curriculum to meet such standards;
- To the extent possible, work directly with the Head Start agencies or early childhood development programs from which a majority of entering students come, to align individual lessons or curriculum activities that meet the aligned standards;
- To the extent possible, share facilities for professional development in cases where scheduling, location and legal requirements may allow; and/or
- To the extent possible, send a literacy coach, math coach or similar instructional leader to the Head Start agencies (or other early childhood development program if feasible) to explain expectations for literacy at the LEA and help improve alignment and coordination between Head Start agencies and other early childhood development programs and the LEA.

Description of Evidence
<p><b>Mandatory for LEAs that serve Pre-K 3-Kindergarten only:</b> Documentation that the LEA shares strategies with Head Start agencies and to the extent possible with other early childhood programs on standards, curriculum and instruction.</p> <p><i>Evidence may include:</i></p> <ul style="list-style-type: none"><li>- Attendance records (in-person or virtual), meeting notes and materials demonstrating LEA participation in curriculum and instruction-related joint trainings or meetings with Head Start or other early childhood programs;</li><li>- Examples of lessons, curricula, or unit plans aligned with the Head Start program sending the most students to the LEA;</li></ul>

- Meeting agendas, materials and attendance records (in-person or virtual) from meetings or coaching sessions in which the LEA sends an academic coach or other instructional leader to the early childhood education program to explain academic expectations at the LEA and help improve alignment and coordination between early childhood development programs and the LEA; and/or
- Other examples of sharing resources and strategies on standards, curriculum and instruction.

## General Grant Management Administration

### Indicator 4.1

A grantee disseminates OSSE's Complaint Policy to parents of students and appropriate private school officials or representatives. (34 CFR §299.12(d))

Description of Evidence
<p><b>Mandatory:</b> Evidence of dissemination of OSSE's complaint policy to parents of students, and appropriate private school officials or representatives.</p> <p><i>Evidence may include:</i></p> <ul style="list-style-type: none"><li>- Website posting.</li><li>- Student handbook.</li><li>- Parent handbook.</li><li>- Evidence of distribution at school meeting.</li></ul>

### Indicator 4.2

A grantee maintains documentation that complaints were resolved. (2 CFR §200.331(d))

Description of Evidence
<p><b>Mandatory:</b> Correspondence that complaints were resolved, if there were complaints (e.g., email, letters)</p>

## Improving the Academic Achievement of the Disadvantaged (DCPS Only)

### Indicator 5.1 (DCPS Only)

Within grantee Allocation Procedures. Evidence that the grantee complies with requirements with regard to allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area. (ESEA §1113(a)(3))

#### Description of Evidence

**Mandatory for DCPS only:** Evidence already on file with OSSE, no further action required from grantee.

### Indicator 5.2 (DCPS Only)

The grantee ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data) and how the liaison was consulted or involved in that process. (ESEA §§1113(c)(3)(A)(i))

#### Description of Evidence

**Mandatory for DCPS only:** Documentation that the LEA uses a method for determining the homeless reservation set-aside.

*Evidence may include:*

- Collaboration meetings to determine the reservation (i.e., meeting agendas, minutes, etc.).
- Written/email communication with homeless education coordinator (or liaison), family involvement coordinator, finance office, etc.

### Indicator 5.3 (DCPS Only)

The parental and family engagement policy demonstrates that the grantee and schools have carried out the six requirements to build parents' capacity to be involved in school (ESEA §1116(e)(1-6)):

1. Provided assistance to parents of children in understanding such topics as the challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Provided materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
3. Educated teachers, specialized instructional support personnel, principals, other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Coordinated and integrated parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other

activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, to the extent feasible and possible;

5. Ensured that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

6. Provided such other reasonable support for parental involvement activities under this section as parents may request.

<b>Description of Evidence</b>
<p><b>Mandatory for DCPS only:</b> Evidence to support (numbers 1, 2, 3, 5, 6) of the following from the OSSE identified schools (schools will be identified at least four weeks prior to monitoring):</p> <ul style="list-style-type: none"> <li>- Evidence of family engagement activities, including materials provided and attendance records (in-person or virtual).</li> <li>- Sample of three to five parent-teacher communication logs.</li> <li>- Evidence of teacher materials sent home to parents and families with strategies to support learning.</li> <li>- Agendas, attendance records (in-person or virtual) and materials used to train principals and teachers in effective parent engagement strategies and raising expectations for how teachers engage parents for each school OSSE identified.</li> <li>- Evidence of information provided on the grantee website detailing information on the state standards and assessments and information about Title I programs.</li> <li>- Evidence of parent workshops provided by schools for parents focused on literacy, math, reading, homework help and study skills for each school OSSE identified.</li> </ul> <p>Evidence to support (number 4):</p> <ul style="list-style-type: none"> <li>- Copy of a communication log.</li> <li>- Copy of interpreter receipt.</li> <li>- Translated documents or flyers.</li> <li>- If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.</li> </ul>

## Equitable Services (DCPS Only)

### Indicator 6.1 (DCPS Only)

The grantee has consulted with appropriate private school officials during the design and development of the program to deliver equitable services on topics including (ESEA § 1117(b)(1)(A) - (L); 1117(b)(4)):

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where and by whom the services will be provided;
- (D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children and the proportion of funds that is allocated under subsection (a)(4) for such services;
- (F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;
- (G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- (H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor;
- (I) whether the agency shall provide services directly or through a separate government agency, consortium, entity or third-party contractor;
- (J) whether to provide equitable services to eligible private school children—
  - (i) by creating a pool or pools or funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
  - (ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- (K) when, including the approximate time of day, services will be provided; and
- (L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

Description of Evidence
<p><b>Mandatory for DCPS only:</b> Evidence that the grantee has consulted with appropriate private school officials during the design and development of the program to deliver equitable services.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"><li>- Letters of intent to participate.</li></ul>

- Individual consultation meeting documentation, which may include multiple program review dates.
- Detailed services delivery plan.

### **Indicator 6.2 (DCPS Only)**

The grantee conducted timely and meaningful consultation prior to making any decisions regarding the plan, design and implementation of services to eligible private school children, their teachers and their families. (ESEA §1117(b)(3))

#### **Description of Evidence**

**Mandatory for DCPS only:** Evidence that the grantee has conducted timely and meaningful consultation prior to making any decisions regarding the plan, design and implementation of services.

*Evidence may include:*

- Letters of intent to participate.
- Individual consultation meeting documentation, which may include multiple program review dates.
- Detailed services delivery plan.

### **Indicator 6.3 (DCPS Only)**

The grantee continues to consult with appropriate private school officials throughout the implementation and assessment of the equitable services programming. (ESEA §1117(b)(3))

#### **Description of Evidence**

**Mandatory for DCPS only:** Evidence that the grantee continued to consult with appropriate private school officials throughout the implementation and assessment of equitable services programming.

*Evidence may include:*

- Individual consultation meeting documentation, which may include multiple program review dates.
- Detailed services delivery plan.

### **Indicator 6.4 (DCPS Only)**

The grantee maintains a written affirmation signed by officials of each participating school that the meaningful consultation required by ESEA §1117(b) has occurred. If private school officials do not provide such affirmation to the grantee, the grantee has sent documentation of its consultation efforts to the state education agency (SEA). (ESEA §1117(b)(5))

#### **Description of Evidence**

**Mandatory for DCPS only:** Evidence that the grantee has a record of a written affirmation signed by officials of each participating school that the meaningful consultation required by ESEA §1117(b) has occurred, which must include:

- Individual consultation meeting documentation.



- Written documentation that the schools were informed of the opportunity to participate and declined, for schools that choose not to participate.

### **Indicator 6.5 (DCPS Only)**

The grantee maintains documentation of academic assessments for all services to private school students and modifies services, as necessary, as a result of the assessment. (ESEA §1117(b)(1)(D))

#### **Description of Evidence**

**Mandatory for DCPS only:** Evidence that the services have been academically assessed and modified as necessary as a result of the assessment.

*Evidence may include:*

- Summary of evaluation results.
- Documentation of meetings with appropriate private school officials that show the evaluation results were discussed and used to make changes to service delivery as needed.

### **Indicator 6.6 (DCPS Only)**

The grantee provides services in a timely manner that is equitable to the time at which services begin for public school students. (ESEA §1117(a)(3)(A))

#### **Description of Evidence**

**Mandatory for DCPS only:** Evidence that the grantee provides services in a timely manner that is equitable to the time at which services begin for public school students.

*Evidence may include:*

- Detailed services delivery plan.

### **Indicator 6.7 (DCPS Only)**

The grantee provides services and other benefits in a manner that is equitable in comparison to services and benefits for public school children. (ESEA §1117(a)(3)(A))

#### **Description of Evidence**

**Mandatory for DCPS only:** Evidence that the grantee provides services and other benefits in a manner that is equitable in comparison to services and other benefits provide to public school children.

*Evidence may include:*

- Detailed services delivery plan.

### **Indicator 6.8 (DCPS Only)**

The grantee has informed participating private schools of their right to file a complaint with the SEA's Equitable Services Ombudsman, in accordance with the SEA's Complaints Policy. (34 CFR § 299.12(d))

#### **Description of Evidence**

**Mandatory for DCPS only:** Evidence that the grantee has informed participating private schools of their right to file a complaint with the SEA's Equitable Services Ombudsman.  
*Evidence may include:*  
- A copy of the equitable services handbook that includes this policy and meeting agendas or notes that show this handbook was distributed and discussed.

### Indicator 6.9 (DCPS Only)

If the grantee disagrees with the views of private school officials with respect to an issue described in paragraph §1117(b)(1), the grantee shall provide in writing to such private school officials the reasons why the LEA disagrees. (ESEA §1117(b)(2))

#### Description of Evidence

**Mandatory for DCPS only:** If applicable, copy of written communication to private school official about issue of disagreement.

### Indicator 6.10 (DCPS Only)

The grantee ensures that teachers and families participate, on an equitable basis, in the services and activities developed pursuant to the requirements for family engagement under ESEA 1116. (ESEA §1117(a)(1)(B))

#### Description of Evidence

**Mandatory for DCPS only:** Evidence that teachers and families participate in the services and activities developed.

*Evidence may include:*

- Meeting agendas with matching attendance records (in-person or virtual).
- Communications advertising events and activities.
- Communications between the school and the parents/guardians of participating students.

### Indicator 6.11 (DCPS Only)

The grantee implements a monitoring process that ensures the program is in compliance with applicable federal requirements and performance expectations are being achieved. (34 CFR §200.328(a))

#### Description of Evidence

**Mandatory for DCPS only:** Evidence that the grantee implements a monitoring process that ensures the program is in compliance with applicable federal requirements and performance expectations are being achieved

*Evidence may include:*

- Copy of the monitoring schedule.
- Copy of the blank monitoring form.
- Samples of completed monitoring forms.
- Copies of correspondence or meeting notes that show that corrections to the program were made, as needed, as a result of the monitoring process.

**Indicator 6.12 (DCPS Only)**

The grantee ensures that services or other benefits, including materials and equipment, that is secular, neutral, and non-ideological. (2 CFR§ 200.329(a))

Description of Evidence
<p><b>Mandatory for DCPS only:</b> Evidence that services, materials, and equipment are used for secular, neutral and non-ideological instruction.</p> <p><i>Evidence may include:</i></p> <ul style="list-style-type: none"> <li>- Samples of curriculum.</li> <li>- Samples of academic exercises/activities.</li> <li>- Lesson plans.</li> <li>- Completed monitoring forms.</li> </ul>

**Indicator 6.13 (DCPS Only)**

The grantee ensures that service providers (employees of the LEA or employees of a third-party contractor) provide the services that the grantee agreed to provide through consultation with appropriate private school officials. (ESEA §1117(b)(1)(I), ESEA §1117(d)(2)(A))

Description of Evidence
<p><b>Mandatory for DCPS only:</b> Contracts for each service provider and employment agreements for equitable services, as appropriate, that outlines services which will be provided.</p>

**Indicator 6.14 (DCPS Only)**

The grantee ensures that service providers (employees of the LEA or employees of a third-party contractor) are independent of private schools and religious organizations. (ESEA §1117(d)(2)(B))

Description of Evidence
<p><b>Mandatory for DCPS only:</b> Contracts for each service provider and employment agreements for equitable services, as appropriate that shows the employees are independent of private schools and religious organizations.</p>

**Indicator 6.15 (DCPS Only)**

The grantee complies with requirements for the calculation of poverty data, including proof that this calculation is completed at least every two years. (ESEA §1117(a)(4)(D), ESEA §1117(c)(1)(A-D))

Description of Evidence
<p><b>Mandatory for DCPS only:</b> Description of the methodology used to calculate poverty data.</p>

**Indicator 6.16 (DCPS Only)**

The grantee complies with requirements for ensuring that the funding allocated for

equitable services is equal in proportion to the funds allocated to public schools. (ESEA §1117(a)(4)(A)(i))

Description of Evidence
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<b>Mandatory for DCPS only:</b> Evidence already on file at OSSE, no further action required from the grantee.
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**Indicator 6.17 (DCPS Only)**

The grantee complies with requirements for ensuring that calculation of the equitable services budget is made prior to any allowable expenditures or transferring any funds. (ESEA §1117(a)(4)(A)(ii))

Description of Evidence
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<b>Mandatory for DCPS only:</b> Evidence already on file at OSSE, no further action required from the grantee.
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**Indicator 6.18 (DCPS Only)**

The grantee ensures that the funds allocated to private schools are obligated in the fiscal year for which the funds are received by the agency. (ESEA §1117(a)(4)(B))

Description of Evidence
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<b>Mandatory for DCPS only:</b> Evidence that shows the funds allocated to private schools are obligated in the fiscal year for which the funds are received by the agency.
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**Indicator 6.19 (DCPS Only)**

The grantee complies with requirements for selecting children to receive equitable services that align with §1115(c), including those students who are most academically at risk, children with disabilities, migrant children, ELs, neglected or delinquent, or experiencing homelessness. (ESEA §1117(a)(1)(A))

Description of Evidence
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<b>Mandatory for DCPS only:</b> Documentation of method used to select children to receive equitable services from within the pool of residentially eligible students.
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**Indicator 6.20 (DCPS Only)**

The grantee ensures that service providers for equitable services are under the control and supervision of the grantee. (ESEA §1117(d)(2)(B))

Description of Evidence
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<b>Mandatory for DCPS only:</b> Documentation that all service providers are under the control and supervision of the grantee.
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*Evidence may include:*

- A description of the process used to supervise service providers that includes how often monitoring occurs, and who participates in monitoring.

- Monitoring schedule.
- Samples of completed monitoring forms that indicate the quality of the service provider's performance.
- Minutes from meetings with private school officials and service providers that indicate discussion of service provider performance and corrections to performance as necessary.

**Indicator 6.21 (DCPS Only)**

If the grantee uses employees of the LEA to provide services to private school students, the grantee ensures that they meet state standards. (ESEA §1111(g)(2)(J))

**Description of Evidence**

**Mandatory for DCPS only:** Documentation that all service providers directly employed by the LEA meet state standards.

*Evidence may include:*

- Teaching certificates.

**Indicator 6.22 (DCPS Only)**

The grantee maintains control of the Title I funds and maintains control of title to the materials, equipment and property purchased with such funds that support services to private school children. (ESEA §1117(d)(1))

**Description of Evidence**

**Mandatory for DCPS only:**

Documentation that the grantee maintains control of the Title I funds, materials, equipment and property that support services to private school children

*Evidence may include:*

- Inventory check list.
- Title Program Equipment Assessment Form.
- Description of the oversight process.
- Record for tracking expenditures through the reimbursement process (e.g., workbook submissions).
- Sample letters, invoices and individual tracking.
- If applicable, allocations documentation.

**Indicator 6.23 (DCPS Only)**

The grantee has policies and procedures to ensure Title I funded materials and equipment located at the private school (1) are used only for the purposes of the project; and (2) can be removed from the private school without remodeling the private school facility. (34 CFR §§76.661(c)(2), 299.10)

**Description of Evidence**

**Mandatory for DCPS only:**

Description of policy for tagging/labeling, inventorying and locating equipment purchased with grant funds.

- Samples of completed monitoring form that indicate an assessment of private school's compliance with the equipment policy.