



## OSSE Consolidated Monitoring Tool

<b>Subgrantee:</b>	<input type="text"/>
<b>Monitoring Date(s):</b>	<input type="text"/>

### Monitoring Results

Grants Monitored:		Met Requirements	Recommendations	Findings of Noncompliance
<b>Fiscal-General</b>	<b>Fiscal</b>			
<b>Individuals with Disabilities Education Act (IDEA) Regulations, Part B</b>	<b>Program</b>			
	<b>Fiscal</b>			
<b>IDEA (Correctional)</b>	<b>Program</b>			
<b>Title I</b>	<b>Program</b>			
	<b>Fiscal</b>			
<b>Title I, Part D</b>	<b>Program</b>			
	<b>Fiscal</b>			
<b>Title II</b>	<b>Program</b>			
	<b>Fiscal</b>			
<b>Title III</b>	<b>Program</b>			
	<b>Fiscal</b>			
<b>Title IV, Part B</b>	<b>Program</b>			
	<b>Fiscal</b>			
<b>Title V, Part B</b>	<b>Program</b>			
<b>SOAR, Academic Quality</b>	<b>Program</b>			
<b>McKinney-Vento</b>	<b>Program</b>			
	<b>Fiscal</b>			
<b>SIG</b>	<b>Program</b>			
	<b>Fiscal</b>			
<b>1003</b>	<b>Program</b>			
<b>Special Education Enhancement Fund (SEEF)</b>	<b>Program</b>			

### Corrective Action Plan

<b>Monitoring Team: (names and titles)</b>	
<input type="text"/>	<input type="text"/>

#### Introduction:

As the State Education Agency (SEA) for the District of Columbia, the Office of the State Superintendent of Education (OSSE) is responsible for the distribution and oversight of state-administered federal education funds. As such, OSSE is responsible for providing subgrantees with clear guidance, policies, and technical assistance related to the local and federal statutes, regulations, and non-regulatory guidance governing its federal education funds.

In addition to compliance, OSSE's monitoring process is designed to provide subgrantees with meaningful feedback to improve the quality and implementation of their educational programs and to ultimately raise student achievement in the District of Columbia.

In the fulfillment of these responsibilities, OSSE conducted an on-site monitoring review.

#### Section I: Overview

##### Scope of the Review

OSSE has conducted a comprehensive review of the LEA's administration of the grants listed above during its on-site visit. The monitoring activities included a review of documentation, interviews, and observations.

OSSE issues a monitoring report, after the on-site visit, with determinations of compliance, determinations of noncompliance, and recommendations. The monitoring report also delineates corrective actions and improvement activities necessary for the LEA to correctly implement the specific requirement. The initial report that the LEA receives is the preliminary monitoring report. This report summarizes the results of the monitoring visit and any outstanding items needed to determine compliance. Following the release of the preliminary report, LEAs have 10 calendar days to review the information and share any additional information that may demonstrate compliance. Ninety calendar days after the monitoring event, LEAs receive a final monitoring report. This report summarizes the results of the monitoring visit and any corrective actions that must be taken by the LEA to address noncompliance.

## Response to Final Report

If noncompliance is identified within the final report, OSSE requires the LEA to correct the noncompliance as soon as possible (ideally within 90 days of identification) but in no case later than one year after the identification of the noncompliance.

LEAs with findings of noncompliance may be required to submit a Corrective Action Plan (CAP). If your LEA has been identified as needing to submit a CAP, this requirement is noted above. See the enclosed attachment for the approved CAP template. In the CAP, the LEA must provide a projected timeline for the completion of all corrective actions. OSSE staff will review the CAP and determine if the CAP is sufficient to address the identified findings. OSSE will provide feedback on the proposed CAP within 30 days of receipt.

The following sections provide the results of OSSE's monitoring process. Specific information related to each grant's monitoring indicators is delineated within the body of the report. Please note that for IDEA, correction of findings takes place in the District of Columbia Corrective Action Tracking System (DC CATS). For all other grants, your respective grant manager will be the point of contact for submitting corrections of findings.

### OSSE Timeline

On-site monitoring includes the following defined steps for the 2018-2019 year:

- 1) Identification for monitoring
- 2) Notification of monitoring selection
- 3) Pre-site activities: Pre-site documentation submission and site visit and/or phone conference
- 4) On-site monitoring visit and activities
- 5) Preliminary monitoring report issued (within 70 days of visit)
- 6) Final monitoring report issued (within 90 days of visit)
- 7) Correction of noncompliance
- 8) Verification of correction of noncompliance
- 9) Closure of findings of noncompliance

NOTE: The Uniform Administrative Requirements at 2 CFR Part 200 apply to all grants and non-competing continuations (including carryover funds) made on or after December 26, 2014. The audit requirements at 2 CFR Part 200 Subpart F apply to fiscal years beginning on or after December 26, 2014.

**FISCAL MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence	Determination	Remarks
<p><b>NOTE: Subgrantees may note that multiple indicators require the same evidence. The subgrantee does not need to provide multiple submissions of the same document, instead note the applicable indicator and document description in the naming convention (i.e. Fiscal 1.1,1.2.1.3 _ General Ledger).</b></p>			<p>Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.</p>	<p>On-Site Documents: These documents must be made available to OSSE during the monitoring visit.</p>	
<p><b>Indicator 1: Financial Management</b></p>					
1.1	<p>The subgrantee can provide evidence that its financial management system provides for the identification in its accounts of all Federal awards received and expended and the Federal programs under which they were received. Federal program and Federal award identification must include, as applicable, the CFDA title and number, Federal award identification number and year, name of the Federal agency, and name of the pass-through entity, if any.</p>	2 CFR §200.302(b)(1)	<p>- Screenshots of financial management system, including screenshots showing the identification of awards within the financial management system</p> <p>- Financial management system documentation including the following:                      1. Sample accounting journal entry from FY18 that includes transactions using federal grant program funds subject to monitoring;                      2. General ledger; and                      3. Chart of accounts.</p>		
1.2	<p>The subgrantee can provide evidence that its financial management system provides for the accurate, current, and complete disclosure of the financial results of each Federal award or program.</p>	2 CFR §200.302(b)(2)	<p>- Fiscal management system documentation requested in Indicator 1.1</p>		

FISCAL MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
<b>NOTE: Subgrantees may note that multiple indicators require the same evidence. The subgrantee does not need to provide multiple submissions of the same document, instead note the applicable indicator and document description in the naming convention (i.e. Fiscal 1.1,1.2.1.3 _ General Ledger).</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
1.3	The subgrantee can provide evidence that its financial management system provides for the records that identify adequately the source and application of funds for federally-funded activities, including information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest, and are supported by source documentation.	2 CFR §200.302(b)(3)	- Fiscal management system documentation requested in Indicator 1.1 - Subgrantee source documentation to support OSSE's expenditure sample request such as invoices and receipts of payment			
1.4	The subgrantee can provide evidence that its financial management system provides for the comparison of expenditures with budget amounts for each Federal award.	2 CFR §§200.302(b)(5) and 200.308	- Fiscal management documentation requested in Indicator 1.1 - Evidence of internal controls such as reconciliation between the approved OSSE budget and subgrantee expenditures (e.g., budget reconciliation)			

FISCAL MANAGEMENT AND ADMINISTRATION						
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1.5	The subgrantee can provide documentation of the policy(ies) and procedures for accounting practices, budgeting process (tracking and reporting of expenditures), written procedures for determining the allowability of costs, cash management practices, and procedures for managing information and documentation, including its requirements for protecting personally identifiable information and electronic records.	2 CFR §§200.302(b) and 200.303(e)	<ul style="list-style-type: none"> <li>- Subgrantee source documentation to support OSSE's expenditure sample requests such as invoices, receipts of payment, and contracts</li> <li>- Subgrantee financial policies and procedures related to the following:                             <ul style="list-style-type: none"> <li>- Accounting and budgeting practices</li> </ul> </li> <li>- Allowability procedures                             <ul style="list-style-type: none"> <li>- Cash management procedures</li> <li>- Record retention policies</li> </ul> </li> <li>- Methods for collection, transmission, and storage of personally identifiable information</li> </ul>			

FISCAL MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
<b>NOTE: Subgrantees may note that multiple indicators require the same evidence. The subgrantee does not need to provide multiple submissions of the same document, instead note the applicable indicator and document description in the naming convention (i.e. Fiscal 1.1,1.2.1.3 _ General Ledger).</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
1.6	The subgrantee can provide evidence of financial operations and procedures which demonstrate evidence of internal controls.	2 CFR §§200.302 and 200.303	- Subgrantee source documentation to support OSSE's expenditure sample requests such as purchase orders, invoices, receipts, and contracts - Subgrantee financial policies and procedures requested in Indicator 1.5			
1.7	The subgrantee can demonstrate that funds for the current grant period were obligated within the period of availability.	34 CFR §§76.707-76.710, 2 CFR §§200.77 and 200.309	- Subgrantee source documentation to support OSSE's expenditure sample requests such as invoices, receipts of payment, and contracts			
<b>Indicator 2: Compensation for Personnel Services</b>						
2.1	The subgrantee maintains compliant time and effort records that meet the following requirements: (1) are supported by a system of internal controls which provides reasonable assurance that charges are accurate, allowable, and properly allocated; (2) are incorporated into official records; (3) reasonably reflect total activity for which employee is compensated by subgrantee; (4) encompass both federally assisted and other activities compensated by the non-federal entity on an integrated basis; (5) comply with established accounting policies and practices or meet the requirements of a substitute system and if applicable, support the distribution of the employee's salary or wages among specific activities or cost objectives.	2 CFR §§200.430(i) and 200.430(vii)	-Time and effort policy -Two periods of time and effort documentation for personnel funded by grant(s) being monitored - Timesheets for personnel funded by grant(s) being monitored - Position description for personnel funded by grant(s) being monitored - Semi-annual certifications signed by employee/immediate supervisor for personnel funded by grant(s) being monitored - PARs/Monthly Activity Reports for personnel funded by grant(s) being monitored - Corrective journal entries, if applicable - List of personnel by funding source for personnel funded by grant(s) being monitored			

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<b>NOTE: Subgrantees may note that multiple indicators require the same evidence. The subgrantee does not need to provide multiple submissions of the same document, instead note the applicable indicator and document description in the naming convention (i.e. Fiscal 1.1,1.2.1.3 _ General Ledger).</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
2.2	The subgrantee can provide documentation which demonstrates that internal controls exist for payroll in regard to the following areas: - Internal controls are in place that forbid and prevent the issuance of payroll checks prior to time and attendance being approved; - Internal controls are in place and utilized in order to prevent the continual payment to any employee who has been terminated and no longer works for the subgrantee; and - Internal controls are in place which demonstrate segregation of duties in regards to payroll. For example, payroll checks are distributed by someone other than persons who prepare payrolls, supervise employees, approve time reports, or sign paychecks.	2 CFR §§200.302(b)(4), 200.303, and 200.430(i)	- Payroll policy - Financial policies and procedures - Organizational chart - List of federally funded employees terminated or separated within the last 12 months - Payroll distribution report for FY18 from which OSSE will request supporting documentation for select staff during on-site visit			

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Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
<b>NOTE: Subgrantees may note that multiple indicators require the same evidence. The subgrantee does not need to provide multiple submissions of the same document, instead note the applicable indicator and document description in the naming convention (i.e. Fiscal 1.1,1.2.1.3 _General Ledger).</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Indicator 3: Equipment and Technology/Property Management</b>						
3.1	The subgrantee can provide written equipment management and control policies that demonstrate how it safeguards all assets purchased with federal funds, including both equipment and high value and/or mobile items with a purchase price less than \$5,000. The policies must detail what actions the subgrantee takes when property is lost, damaged, or stolen.	2 CFR §200.302(b)(4); 2 CFR §200.313(d)(3)	- Property management policy - Police report(s) for stolen equipment, if applicable			

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<b>NOTE: Subgrantees may note that multiple indicators require the same evidence. The subgrantee does not need to provide multiple submissions of the same document, instead note the applicable indicator and document description in the naming convention (i.e. Fiscal 1.1,1.2.1.3 _ General Ledger).</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Indicator 3: Equipment and Technology/Property Management (This section only applies to subgrantees that used the federal grants under review to purchase equipment during the program year).</b>						
3.2	The subgrantee maintains the following records for equipment and computing devices purchased with federal funds:  a. Description of the item. b. Serial number or other identification number. c. Funding Source (including the FAIN). d. Entity that holds the title. e. Acquisition date. f. Cost, including percentage of Federal participation in the cost. g. Location. h. Use and condition. i. Disposition data, including the date of disposal and sales price or the method used to determine current fair market value.	2 CFR §§200.313, 200.310-316, and 200.302(b)(4)	- Property management policy - Subgrantee inventory list of equipment purchased with federal funds	- OSSE will conduct a physical inventory of select items identified from the subgrantee inventory list to review equipment and tracking numbers.		
3.3	The subgrantee can provide evidence that its equipment policy includes maintenance procedures to keep property in good condition.	2 CFR §200.313(d)(4)	- Property management policy			

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3.4	The subgrantee conducts a physical inventory check on computing devices and equipment purchased with federal funds at least every two years that includes the following: a. Confirms the computing devices and equipment were found at the location as identified in the equipment database; b. Assesses the condition of the computing devices and equipment; c. Confirms that computing devices and equipment were located in a secure environment (equipment is located in a room, storage cabinet, etc. that can be locked up when not in use); d. Investigates any lost, damaged or stolen computing devices and equipment; and e. Requires the subgrantee to follow-up to determine the cause and to implement corrective action if the results of the physical inventory indicate there is a systemic weakness related to keeping the log or database current, security over equipment and computing devices, or other areas of non-compliance.	2 CFR §§200.302(b)(4), 200.313(d)(2), and 200.313 (d)(3)	- Property management policy - Evidence of when the subgrantee conducted the inventory check (e.g., date notations on inventory log)			
3.5	The subgrantee has a process to formally dispose of equipment and pay back proportionate amounts as required (if fair market value exceeds \$5,000 or more).	2 CFR §200.313(e)	- Property management policy			
3.6	The subgrantee has a process to formally dispose of supplies and pay back proportionate amounts as required (if total aggregate value exceeds \$5,000).	2 CFR §§200.20, 200.94 and 200.314	- Property management policy			

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<b>Indicator 4: Procurement Standards</b>						
4.1	The subgrantee has, in effect, written purchasing practices and policies.	2 CFR §200.318(a)	- Procurement policy			
<b>Indicator 4: Procurement Standards (This section only applies to subgrantees that used the federal grants under review to procure goods or services during the program year).</b>						
4.2	The subgrantee can provide evidence that its purchasing practices and policies ensure that all procurement transactions are conducted in a manner providing full and open competition and that the appropriate method of procurement is being used: micro-purchases; small purchase procedures; sealed bids; or competitive proposals. Some situations which could restrict competition are (1) placing unreasonable requirements on firms in order for them to qualify to do business; (2) requiring unnecessary experience and excessive bonding; (3) noncompetitive pricing practices between firms or between affiliated companies; (4) noncompetitive contracts to consultants that are on retainer contracts; (5) organizational conflicts of interest; (6) specifying only a 'brand name' product instead of allowing 'an equal' product to be offered and describing the performance or other relevant requirements of the procurement; and (7) any arbitrary action in the procurement process.	2 CFR §200.319(a)	- Procurement policy - List of solicitations used to procure goods and services with federal funds	- Solicitations selected by OSSE following review of the subgrantee list of solicitations. Of the solicitations selected by OSSE, the subgrantee must provide the following: 1. Copy of the solicitation; and 2. Evidence of the procurement method (competitive or sole source) (a) If the competitive procurement method was used to procure goods or services, the subgrantee must provide the following: - Copies of bids received; and - Vendor applications, proposals or estimates. (b) If the sole source procurement method was used to purchase goods or services, the subgrantee must submit the following: - the rationale for using the non-competitive process; - independent quotes or research; and - contract or other agreement detailing the services or goods agreed to be provided by the vendor.		

FISCAL MANAGEMENT AND ADMINISTRATION						
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<b>NOTE: Subgrantees may note that multiple indicators require the same evidence. The subgrantee does not need to provide multiple submissions of the same document, instead note the applicable indicator and document description in the naming convention (i.e. Fiscal 1.1,1.2.1.3 _ General Ledger).</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
4.3	The subgrantee can provide evidence that its purchasing practices and policies ensure that all solicitations (1) incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured; and (2) identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.	2 CFR §200.319(c) -(d)	- Procurement policy	- Documents requested for Indicator 4.2		
4.4	The subgrantee can provide evidence that internal controls are in place to ensure that contract requirements are being fulfilled by vendors consistent with the terms, conditions and specifications of their contract or purchase orders.	2 CFR §200.318(b)	- Fully executed contract(s) for OSSE identified procurements in the expenditure sample - Procurement policy - Contract amendments, if applicable - Subgrantee source documentation to support OSSE's expenditure sample requests such as change orders, evaluation(s) of services rendered or work performed, vendor call logs, etc.			
4.5	The subgrantee can provide evidence demonstrating that expenditure transaction files are maintained in such a manner that documents supporting any transaction can be easily located.	34 CFR 76.730	- Subgrantee source documentation to support OSSE's expenditure sample requests such as contracts, invoices, checks, e-checks, and bank statements demonstrating payment			
4.6	The subgrantee can provide evidence that a price or cost analysis has been performed on procurements over the small purchase threshold (\$100,000 for DCPS, \$25,000 for charter schools) in compliance with published protocols and made independent estimates before receiving bids or proposals.	2 CFR §§200.88 and 200.323	- Contract cost or price analysis for solicitations identified in OSSE's expenditure sample - Copy of advertisement published in two major city newspapers			

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4.7	The subgrantee can provide evidence that it submitted the required documentation to PSCB relating to contracts exceeding \$25,000. (Charters only)	2 CFR §200.318(a)	- Notification to PCSB of contracts totaling \$25,000 or more to a single vendor for FY18 including all correspondence, emails, memorandums to PCSB (i.e., EpiCenter email or screenshot of notification email to PCSB) - List of contracts over \$25,000 or contracts totaling \$25,000 or more from a single vendor within a fiscal year			
4.8	The subgrantee can provide evidence verifying that maintained procurement documentation is sufficient to detail the history of each transaction, including rationale for the method of procurement, selection of contract type, contractor selection or rejection and the basis for the contract price in regards to price extensions, additions, freight charges, discounts, etc.	2 CFR §§200.318(b) and 200.318(i)	- Procurement policy - Subgrantee source documentation to support OSSE's expenditure sample requests such as the following: - Requests for proposals - Bids or quotes from multiple vendors - Price lists - Proposed statements of work, estimates, catalogs and other generally available product literature published by comparable vendors - Evidence of review and evaluation of bids			
4.9	The subgrantee can provide evidence of written standards of conduct for any employee involved in the award or administration of contracts, including conflicts of interests; accepting gifts, favors, etc.	2 CFR §200.318(c)(1)	- Conflict of Interest Policy	- Sample of five Employee Disclosures or Conflict of Interest Policies signed by subgrantee staff identified by OSSE		

FISCAL MANAGEMENT AND ADMINISTRATION						
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<b>NOTE: Subgrantees may note that multiple indicators require the same evidence. The subgrantee does not need to provide multiple submissions of the same document, instead note the applicable indicator and document description in the naming convention (i.e. Fiscal 1.1,1.2.1.3 _ General Ledger).</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
4.10	If the subgrantee has a parent organization, the subgrantee maintains written standards of conduct covering organizational conflicts of interest <b>(Charters only)</b> .	2 CFR §200.318(c)(2)	- Procurement policy - Conflict of Interest Policy			
4.11	Subgrantee only uses noncompetitive proposals under the following circumstances: (1) the item is available only from a single source; (2) the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation; (3) the Federal awarding agency or pass through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity; or (4) after solicitation of a number of sources, competition is determined inadequate.	2 CFR §200.320(f)	- Procurement policy - If the sole source procurement method was used to purchase goods or services from the OSSE identified expenditure sample, the subgrantee must submit the following: - the rationale for using the non-competitive process - independent quotes or research - contract or other agreement detailing the services or goods agreed to be provided by the vendor - Link to DC Register notification of solicitation			
4.12	The subgrantee can provide evidence and verification showing contractors are not on the Excluded Party List (EPL) and are in good standing.	2 CFR §§200.212, 200.213 and 2 CFR 200 Part 180	- Screenshots showing the date that the subgrantee checked sam.gov to verify that the vendor was not on the Excluded Party List (EPL)			

FISCAL MANAGEMENT AND ADMINISTRATION						
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<b>Indicator 5: Audits/Reports</b>						
5.1	The subgrantee can provide a copy of the single audit/annual financial statement audit for the monitoring period being reviewed. (Example: most recent single audit report) (Applicable to subgrantees that expend at least \$750,000 of Federal funds).	2 CFR §200.501	- On file at OSSE			
5.2	The subgrantee has a document retention policy which ensures that records, including expenditure data, are maintained in such a manner that documents supporting any transaction can be easily located and are maintained for at least 5 years.	2 CFR §§200.302(b)(3), 200.333 and 200.335	- Record retention policy			

NOTE: In 2012-13, OSSE began using the District of Columbia Corrective Action Tracking System (DC CATS), a web-based application, to track IDEA compliance and the correction of noncompliance on behalf of subgrantees. The results of the IDEA portion of your subgrantees most recent on-site monitoring visit are released via DC CATS. The following IDEA section of this consolidated on-site monitoring report is only for informational purposes and is intended to provide the subgrantee with a quick summary of the results of the most recent on-site monitoring visit. All activities regarding the correction of identified noncompliance must be completed in DC CATS.

DC CATS can be accessed using this link: <https://dccats.spedsis.com/>

The results included in the LEA Program Management and Administration section are based on the results of the student file review portion of the on-site monitoring visit. If less than 80 percent of the files reviewed for each area are deemed compliant, the subgrantee must complete an additional agency-level corrective action. Please note that the agency-level corrective actions are in addition to any individual student-level corrective actions that are required in the student-level section of the IDEA report below. To resolve student level corrective actions, there are two stages, or prongs. Both Prong 1 and Prong 2 correction must occur as soon as possible, but no later than one year from the date of notification of noncompliance. To complete the Prong 1 correction, when a subgrantee receives written notification of a finding of noncompliance through DC CATS, the LEA must first correct the individual student level noncompliance. Next, the subgrantee must demonstrate that it is now correctly implementing the specific regulatory requirement, which OSSE determines through the Prong 2 review. To complete Prong 2, OSSE reviews additional data through another file review in SEDS. OSSE has identified a few additional pieces of evidence needed for our review as indicated below. Otherwise all items must be submitted through DC CATS.

**IDEA: LEA PROGRAM MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
<b>Least Restrictive Environment (LRE) (LEA-level)</b>							
1 (DC CATS 1)	The subgrantee has a continuum of alternative placements available, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.	34 CFR §300.115	- Special Education Handbook - Special Education Staff Roster				
<b>Individual Education Program (IEP) (LEA-level)</b>							
2 (DC CATS 2)	The subgrantee ensures that student IEPs are accessible to all who are responsible for their implementation (e.g., regular education teachers, special education teachers, and related service providers).	34 CFR §300.323(d)(1)	- Special Education Handbook				
<b>Data (LEA-level)</b>							
3 (DC CATS 3)	The subgrantee has made all documents related to the individual student file reviews accessible in SEDS.	34 CFR §300.211	- See DC CATS				
4 (DC CATS 4)	The subgrantee responds to requests for data in a timely manner.	34 CFR §300.211	- See DC CATS				

**IDEA: LEA PROGRAM MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
<b>Dispute Resolution (LEA-level)</b>							
5 (DC CATS 5)	The subgrantee provides information to OSSE regarding State complaints within 10 days of request.	OSSE State Complaint Policy	- See DC CATS				
6 (DC CATS 6)	The subgrantee timely implements corrective actions contained in the State complaint decision letter.	34 CFR §§300.600(a) and 300.200	- See DC CATS				
<b>National Instructional Materials Accessibility Standards (NIMAS) (LEA-level)</b>							
7 (DC CATS 7)	The subgrantee provides instructional materials to blind students or other students with print disabilities.	34 CFR §300.172	- See DC CATS				
<b>Equitable Services (LEA-level)</b>							
8 (DC CATS 11)	The subgrantee has undergone timely, meaningful consultation with private school representatives and the representatives of parents of parentally placed private school students with disabilities. (DCPS Only)	34 CFR §300.134	The subgrantee must submit materials from quarterly meetings: - Presentations; - Meetings notes; - Sign in sheets; and - Notice of disagreement by stakeholders (if applicable).				
<b>STUDENT FILE REVIEW</b>							
<b>Initial Evaluation and Reevaluation (Student-level)</b>							
9 (DC CATS 12)	Upon initial referral, or parent request for evaluation, parents were provided procedural safeguards.	34 CFR §300.504(a)(1)	- See DC CATS				
10 (DC CATS 13)	The signature for parent consent was obtained prior to the initial evaluation.	34 CFR §300.300(a)	- See DC CATS				
11 (DC CATS 14)	A variety of assessment tools and strategies were used to gather relevant functional, developmental, and academic information about the child, including information provided by the parent.	34 CFR §300.304(b)(1)	- See DC CATS				
12 (DC CATS 15)	The signature for parent consent was obtained prior to the date of reevaluation.	34 CFR §300.300(c)(1)	- See DC CATS				
13 (DC CATS 16)	A variety of sources were used to determine eligibility.	34 CFR §300.306(c)	- See DC CATS				

**IDEA: LEA PROGRAM MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
<b>Individualized Education Program (IEP) (Student-level)</b>							
14 (DC CATS 17)	Parent/student was invited to the most recent IEP meeting.	34 CFR §300.322(a)(1)	- See DC CATS				
15 (DC CATS 18)	Parent/student was notified of IEP meeting early enough to ensure they will have an opportunity to attend.	34 CFR §300.322(a)(1)	- See DC CATS				
<b>Individualized Education Program (IEP) (Student-level)</b>							
16 (DC CATS 19)	As evidence of parent participation, the individual who signed the IEP meets the definition of "parent" in 34 CFR §300.30.	34 CFR §300.30	- See DC CATS				
17 (DC CATS 20)	General education teacher, unless excused, attended the IEP meeting.	34 CFR §§300.321(a) and 300.321(e)	- See DC CATS				
18 (DC CATS 21)	Special education teacher, unless excused, attended the IEP meeting.	34 CFR §§300.321(a) and 300.321(e)	- See DC CATS				
19 (DC CATS 22)	The subgrantee designee, unless excused, attended the IEP meeting.	34 CFR §§300.321(a) and 300.321(e)	- See DC CATS				
20 (DC CATS 23)	An individual who can interpret evaluation results, who may be a member of the team described in indicators 17-19, attended the IEP meeting, unless excused.	34 CFR §§300.321(a) and 300.321(e)	- See DC CATS				
21 (DC CATS 24)	The IEP includes a Present Level of Academic Achievement and Functional Performance (PLAAFP) that states how disability affects involvement in general curriculum (ages 6-21) or how the disability affects student's involvement in appropriate activities (ages 3-5).	34 CFR §300.320(a)(1)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>	<ul style="list-style-type: none"> <li>- Work samples</li> <li>- SEDS progress reports</li> <li>- Benchmark Assessments (e.g., Read 180, SRI, Lexile Scores, Literacy and Math Benchmark Assessments)</li> <li>- PARCC scores</li> <li>- Alt-MSA scores</li> </ul>			
22 (DC CATS 25)	The IEP contains a statement of measurable annual goals (aside from related services goals) designed to meet the student's needs that result from his/her disability.	34 CFR §300.320(a)(2)(i)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>	<ul style="list-style-type: none"> <li>- Work samples</li> <li>- SEDS progress reports</li> <li>- Benchmark Assessments (e.g., Read 180, SRI, Lexile Scores, Literacy and Math Benchmark Assessments)</li> <li>- PARCC scores</li> <li>- Alt-MSA scores</li> </ul>			

**IDEA: LEA PROGRAM MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
23 (DC CATS 27)	In the event that the student's behavior impedes the learning of the student or other students, the IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior.	34 CFR §300.324(a)(2)(i)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>				
<b>Individualized Education Program (IEP) (Student-level)</b>							
24 (DC CATS 26)	The IEP contains a statement of measurable annual related services goals (in the area(s) of ST, PT, OT, counseling or APE) designed to meet the student's needs that result from his/her disability.	34 CFR §300.320(a)(2)(i)(B)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>				
25 (DC CATS 28)	File contains evidence that ESY was determined on an individual basis.	34 CFR §300.106(a)(2)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>				
26 (DC CATS 34)	If the IEP team determines that the child must take an alternate assessment, the IEP contains benchmarks or short-term objectives.	34 CFR §300.320(a)(2)(ii)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>	<ul style="list-style-type: none"> <li>- Work samples</li> <li>- SEDS progress reports</li> <li>- Benchmark Assessments (e.g., Read 180, SRI, Lexile Scores, Literacy and Math Benchmark Assessments)</li> <li>- PARCC scores</li> <li>- Alt-MSA scores</li> </ul>			
27 (DC CATS 29)	The IEP contains a description of how the child's progress toward meeting the annuals goals will be measured.	34 CFR §300.320(a)(3)(i)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>	<ul style="list-style-type: none"> <li>- Work samples</li> <li>- SEDS progress reports</li> <li>- Benchmark Assessments (e.g., Read 180, SRI, Lexile Scores, Literacy and Math Benchmark Assessments)</li> <li>- PARCC scores</li> <li>- Alt-MSA scores</li> </ul>			
28 (DC CATS 30)	The IEP contains a statement of when the parent(s) will be regularly informed of progress toward the goals.	34 CFR §300.320(a)(3)(ii)	- See DC CATS				

**IDEA: LEA PROGRAM MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
29 (DC CATS 31)	The IEP contains a statement of special education and related services, and supplementary aids and services.	34 CFR §300.320(a)(4)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>	<ul style="list-style-type: none"> <li>- Work samples</li> <li>- SEDS progress reports</li> <li>- Benchmark Assessments (e.g., Read 180, SRI, Lexile Scores, Literacy and Math Benchmark Assessments)</li> <li>- PARCC scores</li> <li>- Alt-MSA scores</li> </ul>			
30 (DC CATS 40)	The IEP contains an explanation, if any, to which the student will not participate with nondisabled students in regular education.	34 CFR §300.320(a)(5)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>				
31 (DC CATS 33)	If the IEP team determines that the child must take an alternate assessment, the IEP for this student contains a statement of why the student cannot participate in the regular assessment.	34 CFR §300.320(a)(6)(ii)(A)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>				

**IDEA: LEA PROGRAM MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
<b>Individualized Education Program (IEP) (Student-level)</b>							
32 (DC CATS 35)	The IEP includes the projected date for the beginning of services and modifications, and the anticipated frequency, location, and duration of those services and modifications.	34 CFR §300.320(a)(7)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>	<ul style="list-style-type: none"> <li>- Work samples</li> <li>- SEDS progress reports</li> <li>- Benchmark Assessments (Read 180, SRI, Lexile Scores, Literacy and Math Benchmark Assessments)</li> <li>- PARCC scores</li> <li>- Alt-MSA scores</li> </ul>			
33 (DC CATS 32)	The IEP includes a statement that the student has been informed of his/her rights that will transfer to the student on reaching the age of majority.	34 CFR §300.320(c)	- See DC CATS				
34 (DC CATS 36)	An IEP was developed within 30 days of a determination that the student needs special education and related services.	34 CFR §300.323(c)(1)	- See DC CATS				
35 (DC CATS 37)	As soon as possible following development of the IEP, related services were made available to the student in accordance with his/her IEP.	34 CFR §300.323(c)(2)	- See DC CATS				
36 (DC CATS Other Findings)	Related services were delivered to the student in accordance with his/her IEP in the period specified in the review.	34 CFR §300.323(c)(2)	- See DC CATS				
<b>Individualized Education Program (IEP) (Student-level)</b>							
37 (DC CATS 38)	The student's IEP is reviewed periodically, but not less than annually to determine whether the annual goals for the student are being achieved.	34 CFR §300.324(b)(1)(i)	- See DC CATS	<ul style="list-style-type: none"> <li>- Work samples</li> <li>- SEDS progress reports</li> <li>- Benchmark Assessments (e.g., Read 180, SRI, Lexile Scores, Literacy and Math Benchmark Assessments)</li> <li>- PARCC scores</li> <li>- Alt-MSA scores</li> </ul>			
<b>Indicator 11: Least Restrictive Environment (LRE) (Student-level)</b>							
38 (DC CATS 39)	In selecting the LRE, there was consideration of any harmful effects on the student or on the quality of services needed.	34 CFR §300.116(d)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>				
39 (DC CATS 40)	The IEP contains an explanation of the extent, if any, to which the student will not participate with non disabled students in regular education.	34 CFR §300.320(a)(5)	- See DC CATS				

**IDEA: LEA PROGRAM MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
40 (DC CATS 41)	Supplemental aids and services were used before removing the student from the regular education environment.	34 CFR §300.114(a)(2)(ii)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>				
41 (DC CATS 42)	The student's placement is based on his/her IEP.	34 CFR §300.116(b)(2)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>				
<b>Indicator 12: Discipline (Student-level)</b>							
42 (DC CATS 43)	The parent, subgrantee, and relevant members of the IEP team met within 10 school days of the decision to remove the student to determine if the behavior was a manifestation of the student's disability.	34 CFR §300.530(e)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>				
43 (DC CATS 44)	On the date that a decision was made to make a removal that constitutes a change of placement, the parent was notified and provided with a copy of the procedural safeguards.	34 CFR §300.530(h)	<ul style="list-style-type: none"> <li>- Schedules for students identified by OSSE monitor</li> <li>- Attendance records for students identified by OSSE monitor</li> <li>- Discipline records for students identified by OSSE monitor</li> <li>- Evidence required by DC CATS</li> </ul>				

NOTE: In 2012-13, OSSE began using the District of Columbia Corrective Action Tracking System (DC CATS), a web-based application, to track IDEA compliance and the correction of noncompliance on behalf of LEAs. The results of the IDEA portion of your LEA's most recent on-site monitoring visit are released via DC CATS. The following IDEA section of this consolidated on-site monitoring report is only for informational purposes and is intended to provide the LEA with a quick summary of the results of the most recent on-site monitoring visit. All activities regarding the correction of identified noncompliance must be completed in DC CATS.

DC CATS can be accessed using this link: <https://dccats.spedsis.com/>

**IDEA: FISCAL MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Indicator 1: IDEA-Specific Fiscal Requirements</b>						
1.1-F-IDEA	If applicable, the subgrantee procured, utilized, and charged construction expenses to its IDEA grants in a manner consistent with its approved application.	34 CFR §300.718	- IDEA Phase II application approval and applicable supporting documentation (On file at OSSE).	N/A		
1.2-F-IDEA	If applicable, the subgrantee utilized IDEA funds for providing Coordinated Early Intervening Services (CEIS) for appropriate uses.	34 CFR §§300.226 and 300.646	- On file at OSSE	- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts		
1.3-F-IDEA	If applicable, the subgrantee properly tracked students who receive CEIS.	34 CFR §§300.226 and 300.646	- On file at OSSE			
1.4-F-IDEA	The subgrantee has sought reimbursement for activities related to parentally placed private school students with disabilities approved within its IDEA application. (DCPS Only)	34 CFR §300.134	- On file at OSSE	N/A		
1.5-F-IDEA	The subgrantee will provide LEA MOE workbook evidence that the funds provided to an LEA under IDEA Part B were not to be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding year.	34 CFR §300.203(b)		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts		

IDEA: FISCAL MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
1.6-F-IDEA	The subgrantee has complied with the requirement to establish eligibility for an IDEA award by budgeting at least the same total or per capita amounts from local funds as the LEA spent with local funds for the most recent prior year for which information is available.	34 CFR §300.203(a)	- On file at OSSE	N/A		
1.7-F-IDEA	If applicable to the subgrantee and if requested, the entity can provide evidence showing previous audit findings have been addressed.	2 CFR §200.501	- On file at OSSE	N/A		
1.8-F-IDEA	If applicable, the subgrantee used IDEA funds only to pay the excess cost of providing special education and related service to children with disabilities in accordance with IDEA.	2 CFR §300.202	- On file at OSSE	N/A		

NOTE: In 2012-13, OSSE began using the District of Columbia Corrective Action Tracking System (DC CATS), a web-based application, to track IDEA compliance and the correction of noncompliance on behalf of subgrantees. The results of the IDEA portion of your subgrantees most recent on-site monitoring visit will be released via DC CATS. The following IDEA section of this consolidated on-site monitoring report is only for informational purposes and is intended to provide the subgrantee with a quick summary of the results of the most recent on-site monitoring visit. All activities regarding the correction of identified noncompliance must be completed in DC CATS.

DC CATS can be accessed using this link: <https://dccats.spedsis.com/>

The results included in the LEA Program Management and Administration section are based on the results of the student file review portion of the on-site monitoring visit. If less than 80 percent of the files reviewed for each area are deemed compliant, the subgrantee must complete an additional agency-level corrective action. Please note that the agency-level corrective actions are in addition to any individual student-level corrective actions that are required in the student-level section of the IDEA report below. To resolve student level corrective actions, there are two stages, or prongs. Both Prong 1 and Prong 2 correction must occur as soon as possible, but no later than one year from the date of notification of noncompliance. To complete the Prong 1 correction, when a subgrantee receives written notification of a finding of noncompliance through DC CATS, the LEA must first correct the individual student level noncompliance. Next, the subgrantee must demonstrate that it is now correctly implementing the specific regulatory requirement, which OSSE determines through the Prong 2 review. To complete Prong 2, OSSE reviews additional data through another file review in SEDS. OSSE has identified a few additional pieces of evidence needed for our review as indicated below. Otherwise all items must be submitted through DC CATS.

**IDEA(PROGRAM CORRECTIONAL): LEA PROGRAM MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
<b>Least Restrictive Environment (LRE) (LEA-level)</b>							
1 (DC CATS 1)	The subgrantee has a continuum of alternative placements available, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.	34 CFR §300.301	- Special Education Handbook - Special Education Staff Roster				
<b>Individual Education Program Subgrantee-level)</b>							
2 (DC CATS 2)	Youth who do not attend the regular school because of safety or medical reasons receive comparable services based on their IEP.	34 CFR §§300.301, 300.530(d), and 300.115(b)(1)	- See DC CATS				
3 (DC CATS 3)	Youth attend the school at the facility (YSC, JYP or DYRS) at the earliest possible time or receive comparable services while awaiting enrollment in the school, unless documentation is available showing why neither option was possible (e.g., student was at court or hearing on specific date).	34 CFR §§300.101, 300.2(b), and 300.323(e)(f)	- See DC CATS				
4 (DC CATS 4)	The subgrantee ensures that student IEPs are accessible to all who are responsible for their implementation (e.g., regular education teachers, special education teachers, and related service providers).	34 CFR §300.323(d)(1)	-Special Education Handbook				
<b>Data (LEA-level)</b>							
5 (DC CATS 5)	The subgrantee has made all documents related to the individual student file reviews accessible in SEDS.	34 CFR §300.211	- See DC CATS				
6 (DC CATS 6)	The subgrantee responds to requests for data in a timely manner.	34 CFR §300.211	- See DC CATS				

IDEA(PROGRAM CORRECTIONAL): LEA PROGRAM MANAGEMENT AND ADMINISTRATION							
Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
<b>Teacher Certification</b>							
7 (DC CATS 7)	Special education staff at the school are certified or credentialed by OSSE for the services they provide, in accordance with District of Columbia Regulations.	34 CFR §§300.18 and 300.149(a)(2)(ii)	- Evidence that all special education staff hold the required certification - Teaching certificates				
<b>Dispute Resolution (LEA-level)</b>							
8 (DC CATS 8)	The subgrantee provides information to OSSE regarding State complaints within 10 days of request.	OSSE State Complaint Policy					
9 (DC CATS 9)	The subgrantee timely implements corrective actions contained in the State complaint decision letter.	34 CFR §§300.600(a) and 300.200	- See DC CATS				
<b>National Instructional Materials Accessibility Standards (NIMAS) (LEA-level)</b>							
10 (DC CATS 10)	The subgrantee provides instructional materials to blind students or other students with print disabilities.	34 CFR §300.172	- See DC CATS				
<b>STUDENT FILE REVIEW</b>							
<b>Initial Evaluation and Reevaluation</b>							
11 (DC CATS )	The student has gone through the initial evaluation or reevaluation process within the past three years.	34 CFR §303(a)(2)(b)(2)	- See DC CATS				
12 (DC CATS 12)	Upon initial referral, or parent request for evaluation, parents were provided procedural safeguards.	34 CFR §300.504(a)(1)	- See DC CATS				
13 (DC CATS 13)	The signature for parent consent was obtained prior to the initial evaluation.	34 CFR §300.300(a)	- See DC CATS				
14 (DC CATS 14)	A variety of assessment tools and strategies were used to gather relevant functional, developmental, and academic information about the child, including information provided by the parent.	34 CFR §300.304(b)(1)	- See DC CATS				
15 (DC CATS 15)	The signature for parent consent was obtained prior to the date of reevaluation.	34 CFR §300.300(c)(1)	- See DC CATS				
16 (DC CATS 16)	A variety of sources were used to determine eligibility.	34 CFR §300.306(c)	- See DC CATS				

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Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
<b>Individualized Education Program (IEP) (Student-level)</b>							
17 (DC CATS 17)	Parent/student was invited to the most recent IEP meeting.	34 CFR §300.322(a)(1)	- See DC CATS				
18 (DC CATS 18)	Parent/student was notified of IEP meeting early enough to ensure they will have an opportunity to attend.	34 CFR §300.322(a)(1)	- See DC CATS				
19 (DC CATS 19)	As evidence of parent participation, the individual who signed IEP meets the definition of "parent" in 34 CFR §300.30.	34 CFR §300.30	- See DC CATS				
20 (DC CATS 20)	General education teacher, unless excused, attended the IEP meeting.	34 CFR §§300.321(a) and 300.321(e)	- See DC CATS				
21 (DC CATS 21)	Special education teacher, unless excused, attended the IEP meeting.	34 CFR §§300.321(a) and 300.321(e)	- See DC CATS				
22 (DC CATS 22)	The subgrantee designee, unless excused, attended the IEP meeting.	34 CFR §§300.321(a) and 300.321(e)	- See DC CATS				
23 (DC CATS 23)	An individual who can interpret evaluation results, who may be a member of the team described in indicators 19-21, attended the IEP meeting, unless excused.	34 CFR §§300.321(a) and 300.321(e)	- See DC CATS				
24 (DC CATS 24)	IEP includes a Present Level of Academic Achievement and Functional Performance (PLAAFP) that states how disability affects involvement in general curriculum (ages 6-21) or how the disability affects student's involvement in appropriate activities (ages 3-5).	34 CFR §300.320(a)(1)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS	- Work samples - SEDS progress reports - Benchmark Assessments (e.g., Read 180, SRI, Lexile Scores, Literacy and Math Benchmark Assessments) - PARCC scores - Alt-MSA scores			
25 (DC CATS 25)	The IEP contains a statement of measurable annual goals (aside from related service(s) goals) designed to meet the student's needs that result from his/her disability.	34 CFR §300.320(a)(2)(i)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS				

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Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
26 (DC CATS 27)	In the event that the student's behavior impedes the learning of the student or other students, the IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior.	34 CFR §300.324(a)(2)(i)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS				
27 (DC CATS 26)	The IEP contains a statement of measurable annual related services goals (in the area(s) of ST, PT, OT, counseling or APE) designed to meet the student's needs that result from his/her disability.	34 CFR §300.320(a)(2)(i)(B)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS				
28 (DC CATS 28)	File contains evidence that ESY was determined on an individual basis.	34 CFR §300.106(a)(2)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS				
29 (DC CATS 34)	If the IEP Team determines that the child must take an alternate assessment, the IEP contains benchmarks or short-term objectives.	34 CFR §300.320(a)(2)(ii)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS				
30 (DC CATS 29)	The IEP contains a description of how the child's progress toward meeting the annuals goals will be measured.	34 CFR §300.320(a)(3)(i)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS	- Work samples - SEDS progress reports - Benchmark Assessments (e.g., Read 180, SRI, Lexile Scores, Literacy and Math Benchmark Assessments) - PARCC scores - Alt-MSA scores			
31 (DC CATS 30)	The IEP contains a statement of when the parent(s) will be regularly informed of progress toward the goals.	34 CFR §300.320(a)(3)(ii)	- See DC CATS				
32 (DC CATS 31)	The IEP contains a statement of special education and related services, and supplementary aids and services.	34 CFR §300.320(a)(4)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS	- Work samples - SEDS progress reports - Benchmark Assessments (e.g., Read 180, SRI, Lexile Scores, Literacy and Math Benchmark Assessments) - PARCC scores - Alt-MSA scores			

IDEA (PROGRAM CORRECTIONAL): LEA PROGRAM MANAGEMENT AND ADMINISTRATION							
Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
33 (DC CATS 40)	The IEP contains an explanation, if any, to which the student will not participate with nondisabled students in regular education.	34 CFR §300.320(a)(5)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS				
34 (DC CATS 33)	If the IEP Team determines that the child must take an alternate assessment, the IEP for this student contains a statement of why the student cannot participate in the regular assessment.	34 CFR §300.320(a)(6)(ii)(A)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS				
35 (DC CATS 35)	The IEP includes the projected date for the beginning of services and modification and the anticipated frequency, location, and duration of those services and modifications.	34 CFR §300.320(a)(7)	- See DC CATS				
36 (DC CATS 32)	The IEP includes a statement that the student has been informed of his/her rights, that will transfer to the student on reaching the age of majority.	34 CFR §300.320(c)	- See DC CATS				
37 (DC CATS 36)	An IEP was developed within 30 days of a determination that the student needs special education and related services.	34 CFR §300.323(c)(1)	- See DC CATS				
38 (DC CATS 37)	Related services were delivered to the student in accordance with his/her IEP in the period specified in the review.	34 CFR §300.323(c)(2)	- See DC CATS				

IDEA(PROGRAM CORRECTIONAL): LEA PROGRAM MANAGEMENT AND ADMINISTRATION							
Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
39 (DC CATS 38)	The student's IEP is reviewed periodically, but not less than annually to determine whether the annual goals for the student are being achieved.	34 CFR §300.324(b)(1)(i)	- See DC CATS				
<b>Indicator 11: Least Restrictive Environment (LRE) (Student-level)</b>							
40 (DC CATS 39)	In selecting the LRE, there was consideration of any harmful effects on the student or on the quality of services needed.	34 CFR §300.116(d)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS				
41 (DC CATS 41)	Supplemental aids and services were used before removing the student from the regular education environment.	34 CFR §300.114(a)(2)(ii)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS				
42 (DC CATS 42)	The student's placement is based on his/her IEP.	34 CFR §300.116(b)(2)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor - Evidence required by DC CATS				
<b>Indicator 12: Discipline</b>							
43 (DC CATS 43)	The parent, subgrantee and relevant members of the IEP team met within 10 school days of the decision to remove the student to determine if the behavior was a manifestation of the student's disability.	34 CFR §300.530(e)	- See DC CATS				
44 (DC CATS 44)	On the date that a decision was made to make a removal that constitutes a change of placement, the parent was notified and provided with a copy of the procedural safeguards.	34 CFR §300.530(h)	- See DC CATS				

IDEA(PROGRAM CORRECTIONAL): LEA PROGRAM MANAGEMENT AND ADMINISTRATION							
Indicator	Guiding Statement	Citation	Evidence		Number of Student Level Findings	Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
45 (DC CATS 45)	FAPE provided during suspension.	34 CFR §§300.101(a) and 300.530(d)	- Schedules for students identified by OSSE monitor - Attendance records for students identified by OSSE monitor - Discipline records for students identified by OSSE monitor				

TITLE I, PART A: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (2015).			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Indicator 1. Title I Part A: Improving the Academic Achievement of the Disadvantaged: Standards, Assessment and Accountability</b>						
1.1	The subgrantee demonstrates that it has adopted challenging academic standards and complied with requirements for assessments.	ESEA §1111(b)	- On file with OSSE			
1.2	The subgrantee identifies languages other than English that are present to a significant extent in the participating student population.	ESSA §1111(b)(2)(F)(i)	- Evidence of annual Home Language Survey			
1.3	The subgrantee complies with the State's requirement of completing the Home Language Survey at initial enrollment to identify potential English learners (ELs).	ESEA §1111(b)(2)(G)	- Three signed and dated copies of the Home Language Survey received by the subgrantee			
1.4	The subgrantee ensures that all ELs are annually assessed to determine English language proficiency and that the assessments used are aligned with the State's English language proficiency standards.	ESEA §1111(b)	- Evidence that ELs participate in statewide and district assessments -Assessment policy and procedures			
<b>Indicator 2. Title I Part A: Improving the Academic Achievement of the Disadvantaged</b>						
2.1	The subgrantee's parental and family engagement policy (all LEAs) and School-Parent Compact (DCPS only) are developed with meaningful consultation with parents; the policy is updated, as needed; and parents and family members of children receiving services are involved in the decisions regarding how parental involvement funds are used for parental involvement activities.	ESEA §1116	- Dated subgrantee parent and family engagement policy for current year - Dated sample school-level parent family engagement policy for current year (for subgrantees with multiple school sites, provide 1-2 school level parent family engagement policy(ies)) - Dated School Parent Compact (DCPS only)	- Agendas, sign in sheets and meeting minutes documenting parents are involved 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 use of funds for parental involvement, results of parent surveys - Translated documents, announcements, and fliers		
2.1(a)	The subgrantee reviews the effectiveness of the parental and family engagement policy.	ESEA §1116(a)(2)(D)		- Evidence that the subgrantee reviewed the policy and determined, if revisions were needed (e.g., agendas, sign-in sheets, meeting minutes, surveys, interviews, and policy revisions)		
2.1(b)	<b>(DCPS only)</b> The parental and family engagement policy demonstrates that the subgrantee and schools have carried out the six requirements to build parents' capacity to be involved in school:  - 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; - Provided materials and training to help parents to 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; - Educated teachers, specialized instructional support personnel, principals, and 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; - 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; - 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 - Provided such other reasonable support for parental involvement activities under this section as parents may request. - Other reasonable support (subgrantee supports parent requests for involvement).	ESEA §1116 (e)		Evidence of the following from the OSSE identified schools (schools will be identified at least four weeks prior to monitoring):  - Evidence of family engagement activities, including materials provided and sign-in sheets. - Sample of 3-5 parent-teacher communication logs - Evidence of teacher materials sent home to parents and families with strategies to support learning - Agendas, sign-in sheets and materials used to train principals and teachers in effective parent engagement strategies and raising expectations for how teachers engage parents for each OSSE school identified - Evidence of information provided on the subgrantee website detailing information on the state standards and assessments and information about Title I programs - Evidence of parent workshops provided by schools for parents focused on literacy, math, reading, homework help, and study skills for each OSSE school identified.		

TITLE I, PART A: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
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2.1(c)	The subgrantee offers a flexible number of meetings, such as meetings in the morning or evening and may provide, with funds provided under this part, transportation, child care, or home visits as such services related to parental involvement:	ESEA §1116(c)(2)		<ul style="list-style-type: none"> <li>- Meeting notices</li> <li>- Documentation related to any funds used for parental involvement (transportation, child care, etc.)</li> <li>- Documentation of home visits, if applicable</li> <li>- Sign-in sheets</li> </ul>		
2.2	The subgrantee communicates with parents regarding their child's participation in the language instruction program in an understandable and uniform format and in the parents' primary language.	ESEA §1112(e)(4)		<ul style="list-style-type: none"> <li>- Three samples of parent notification letters in the parent's native language</li> <li>- Proof of mailing</li> </ul>		
2.3	The subgrantee has implemented an effective means of outreach to inform parents of ELs of how they can be involved in the education of their children in the parent's native language and be active participants in assisting their children to learn.	ESEA §1112(e)(3)(C)(i)		<ul style="list-style-type: none"> <li>- Meeting/ training schedules</li> <li>- Examples of outreach communications</li> </ul>		
2.4	The subgrantee holds regular meetings and sends parents of ELs notices of such meetings for the purpose of formulating and responding to recommendations from parents.	ESEA §1112(e)(3)(C)(ii)		Copies of notices, in the parent's native language, notifying parents of meetings to respond to recommendations from parents		
2.5	Schoolwide Schools: The subgrantee ensures that schools develop and implement a compliant schoolwide plan under ESSA and use the schoolwide flexibility to improve the academic achievement of all students in the school.	ESEA §1114(b)		<p>Documentation that plan was developed in a one year period (unless otherwise exempted by the law) from the OSSE identified schools:</p> <ul style="list-style-type: none"> <li>- Agendas, sign-in sheets, notes, planning documents</li> <li>- Documentation 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.)</li> <li>- Schoolwide plan and revisions, agendas, sign-in sheets, meeting minutes</li> <li>- Documentation that the plan is available to subgrantee, parents, and public, and provided to parents in a language they can understand, and translated for stakeholders</li> <li>- Documentation of the coordination and integration of federal, State and local funds, if appropriate and applicable</li> <li>- Documentation that the plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging State academic standards</li> <li>- Plan includes a description of strategies school will be implemented to address school needs, and if programs are consolidated, the specific SEA and subgrantee programs and other federal programs that will be consolidated in the schoolwide program</li> </ul>		

TITLE I, PART A: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
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2.6	Targeted Assistance Schools: The subgrantee ensures that all targeted assistance schools develop and implement targeted assistance plans that meet all the ESSA required elements.	ESEA §1115		<ul style="list-style-type: none"> <li>- Description of how the subgrantee determines which students will be served</li> <li>- Documentation of multiple educationally related, objective criteria for eligible students at each grade level targeted, list of Title I teachers, targeted assistance school-level plans</li> <li>- Description of how eligible students will be served, which may include the following:                             <ul style="list-style-type: none"> <li>- Description of coordination with regular education program</li> <li>- Description of professional development provided to teachers, principals, school leaders, paraprofessionals, and other school personnel who work with eligible children in targeted assistance programs or in the regular education program</li> <li>- Documentation of implementation of strategies to increase parent involvement</li> <li>- Documentation of coordination and integration of federal, State, and local services and programs where appropriate and applicable</li> </ul> </li> </ul>		

TITLE I, PART A: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (2015).			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
2.7	The subgrantee has a current approved Local Education Plan with all required components.	ESEA §1112	- On file at OSSE			
2.8	The subgrantee complies with required statutory set-asides for parental involvement (1%) for any subgrantee that receives \$500,000 in Title I funds, including the requirement that 90% of funds are distributed to schools.	ESEA §1116 (a)(3)(A)	- On file at OSSE			
2.9	Within subgrantee Allocation Procedures (DCPS only). Evidence that the subgrantee 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	- On file at OSSE			
2.10	Compliance with Equitable Services to Nonpublic School Student's Requirements (DCPS only). The subgrantee must meet the requirements for Title I with regard to the plan, design, and implementation of services to eligible private school children, their teachers and their families.	ESEA §§1117 and 8501		- Consultation meeting documentation, agendas, sign-sheets, meeting minutes, and supplemental handouts - Signed affirmations of consultation - Program evaluation - Detailed services delivery plan - Private school handbook		
2.10(a)	The subgrantee 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) and 8501		- Consultation meeting documentation, agendas, sign-sheets, meeting minutes, and supplemental handouts - Signed affirmations of consultation - Notice of disagreement, if applicable - Detailed services delivery plan		
2.10(b)	The subgrantee complies with requirements for selecting children to receive equitable services.	ESEA §1117		- Rubric - Ranking eligibility data forms - Proportionality data of attendance - Sample email documentation - Completed tool used to rank and determine which students receive services - Sample student participation letter - List of participating schools		
2.10(c)	The subgrantee properly calculates poverty data.	ESEA §1117		- Sample of method used to calculate poverty data		
2.10(d)	The subgrantee ensures that service providers are employees of the subgrantee or employees of a third party contractor.	ESEA §1117		- Contracts for each service provider and employment agreements for equitable services, as appropriate. - Copies of documentation for ID Badges and for fingerprinting requirement - Documentation of required training - Documentation that required providers have completed child abuse training		

TITLE I, PART A: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
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2.10(e)	The subgrantee maintains documentation to show that all teachers and/or paraprofessionals employed by the subgrantee who provide services to private school children meet ESSA requirements.	ESEA §1117		Evidence that all teachers and/or paraprofessionals employed by the subgrantee who provide services to private school children meet the ESEA requirements including, but not limited to, the following: - Copies of certificates (degrees), as applicable - Evidence of training - Copy of written agreement		
2.10(f)	The subgrantee maintains documentation of evaluations for all programs serving private school students and modifies programs, as necessary.	ESEA §1117		- Evidence that the subgrantee evaluated all programs serving private school students - Evidence that the subgrantee made modifications to the monitoring process, observations, and providers' evaluation, as necessary - Monthly providers' reports, and copies of meeting minutes		
2.10(g)	The subgrantee properly maintains records for third party contracts and invoices from third party contractors.	34 CFR §76.730		- Copies of contracts for each service provider on file and copies of invoices representing each contractor.		
2.10(h)	The subgrantee maintains control of the Title I funds, materials, equipment and property that support services to private school children.	ESEA §1117; 34 CFR §76.651		Evidence that the subgrantee supervises and controls the Title I funds, materials, equipment and property that support services to private school children including, but not limited to, the following: - Inventory Listing - Program Equipment Assessment Form - Description of the oversight process - Record of reconciling workbook submissions with approved budget - Sample letters, invoices, and individual tracking		
2.10(i)	The subgrantee 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		- List of equipment with tags, labels, inventory check list, and location. Applicable policies and procedures.		
2.10(j)	The subgrantee uses Title I, Part A services, materials, and equipment for secular, neutral, and non-ideological instruction only with Title I served students.	ESEA §1117(a)(2)		- Evidence that Title I, Part A services, materials, and equipment are used for secular, neutral, and non-ideological instruction only with Title I served students		
2.10(k)	The subgrantee determines reserved funding for equitable services using a percentage of the total public and private school student enrollment (Title I only).	ESEA §1117		- Narrative description of formula used to determine amount of each reserve - Evidence of the methodology used for the equitable services calculation.		

TITLE I, PART A: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
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2.11	The subgrantee ensures that homeless students enrolled in non-Title I schools receive Title I services.	ESEA §1113(c) (3)(A)(i)	- List of homeless students attending private school and evidence that these students receive Title I support.			
<b>Indicator 3. General Grants Management Administration (Program)</b>						
3.1	A subgrantee disseminates OSSE's Complaint Policy to parents of students, and appropriate private school officials or representatives.	34 CFR §299.11(d)		- Evidence of dissemination of OSSE's complaint policy to parents of students, and appropriate private school officials or representatives (e.g., website posting, student handbook, evidence of distribution at school meeting).		
3.2	A subgrantee maintains documentation that complaints were resolved.	2 CFR §200.331(d)		- If applicable, correspondence that complaints were resolved (e.g., email, letters)		

TITLE I, PART A: FISCAL MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
<p><b>Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015.</b></p>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Indicator 1: Specific Fiscal Requirements</b>						
1.1-F-TitleI	<p><b>Comparability:</b> Evidence that the subgrantee complied with the requirement to provide state and local resources in Title I schools that are comparable to the services provided in non-Title I schools (<b>DCPS only</b>).</p>	ESSA §1118(c)(1)(A)	- On file at OSSE			
1.2-F-TitleI	Evidence that the subgrantee did not carry over more than the allowable 15% limit on carryover.	ESSA §1127(a)	- On file at OSSE			
1.3-F-TitleI	<p><b>Supplement Not Supplant (school-level expenditures):</b> The subgrantee, as applicable, can demonstrate that its written methodology ensures that all state/local funding is distributed to schools regardless of whether schools receive Title I funding.</p> <p>For additional guidance, see:  <a href="https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/ESSA%20Title%20I%20Supplement%20Not%20Supplant%20_OSSE%20Guidance%20for%20LEAs.pdf">https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/ESSA%20Title%20I%20Supplement%20Not%20Supplant%20_OSSE%20Guidance%20for%20LEAs.pdf</a>.</p>	ESSA §1118(b)(2)	<p>Either: 1) ESSA test- Written methodology demonstrating a neutral allocation of state/local resources to all schools within the District. Sample documents demonstrating actual school-level allocation of funding to Title I and non-Title I schools that align with the written methodology. B) Three NCLB tests, proving that each individual Title I cost in a school did not replace local fund costs or use Title I funds to meet other laws. For more information on demonstrating compliance with the SNS test under NCLB, visit:  <a href="https://osse.dc.gov/publication/eSEA-title-i-schoolwide-guidance">https://osse.dc.gov/publication/eSEA-title-i-schoolwide-guidance</a></p>			
1.4-F-TitleI	<p><b>Supplement Not Supplant (LEA-level expenditures):</b> The subgrantee can demonstrate that all LEA-level expenditures are allocated on a neutral basis to all schools regardless of their Title I status and without taking into account school-level Title I funding.</p> <p>For additional guidance, see:  <a href="https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/ESSA%20Title%20I%20Supplement%20Not%20Supplant%20_OSSE%20Guidance%20for%20LEAs.pdf">https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/ESSA%20Title%20I%20Supplement%20Not%20Supplant%20_OSSE%20Guidance%20for%20LEAs.pdf</a>.</p>	ESSA §1118(b)(2)	<p>Either: 1) ESSA test- Written methodology demonstrating a neutral allocation of LEA-level expenditures to schools within the LEA, regardless of each school's Title I status. Sample evidence of LEA-level initiatives, state/local expenditures, and other supporting documentation. B) NCLB tests, proving that each individual LEA-level Title I cost did not replace local fund costs or use Title I funds to meet other laws. For more information on the NCLB methods of meeting the SNS requirement for LEA-level spending, see pp. 37-41 of the U.S. Department of Education's (USED's) 2008 Fiscal Guidance at <a href="http://www2.ed.gov/programs/titleiparta/fiscalguid.doc">http://www2.ed.gov/programs/titleiparta/fiscalguid.doc</a></p>			

TITLE I, PART A: FISCAL MANAGEMENT AND ADMINISTRATION						
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1.5-F-TitleI	The subgrantee can demonstrate that funds for the current grant period were obligated within the period of availability.	34 CFR §§76.707-76.710, 2 CFR §§200.77, 200.309		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts		
1.6-F-TitleI	The subgrantee can demonstrate that grant expenditures were necessary, reasonable, allocable, and only for authorized purposes.	2 CFR §§200.403 - 200.405		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts		
1.7-F-TitleI	<b>Schoolwide Schools:</b> The subgrantee can demonstrate that school-level expenditures are aligned to a school's schoolwide plan.	ESSA §1114(b)		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts		
1.8-F-TitleI	<b>Targeted Assistance Schools:</b> The subgrantee can demonstrate that school-level expenditures are aligned to a school's targeted assistance plan, as applicable, and that Title I-funded services are only provided to identified Title I students, teachers and parents.	ESSA §1115(b)		- Subgrantee source documentation to support OSSE's expenditure sample requests such as invoices, receipts, contracts		

TITLE I, PART D: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
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<b>Indicator 1. Improving the Academic Achievement: Academic Standards and Accountability</b>						
1.1	State/Public Agency (S/PA) demonstrates that its educational program is in alignment with the same challenging state academic standards that all children/youth in the state are expected to meet.	ESEA §§1401(a)(1); 1414(a)(1)(A); and 1414(c)(4)	- Curriculum - Lesson plans - APEX Support Plan (Credit Recovery)			
1.2	S/PA must offer an education program in the institution and children and youth must be enrolled for at least 20 hours per week.	ESEA §1412(a)(1)(A)	<u>Mandatory</u> - School/student schedule(s)  <u>Optional</u> - Roster of students - Student(s) attendance records			
1.3	S/PA provides an annual count to the State for the number of students residing in the institution during the required window of time to generate Title I funds.	ESEA §1412(a)(2)	- On file at OSSE			
1.4	S/PA assesses the education needs of all eligible students through the administration of assessments upon entry to the institution.	ESEA §1414(c)(1)	- Student Assessment Policy - Initial assessment(s) - Assessment of Educational Needs			
1.5	S/PA works with children or youth with disabilities in order to meet an existing individualized education program and has a policy or procedure for notifying the child's or youth's local school if the child or youth - (A) is identified as in need of special education services while the child or youth is in the institution receiving Title I, Part D funding; and (B) intends to return to the local school.	ESEA §1414(c)(15)	- Memorandum of Agreement (on file at OSSE) - Independent Learning Plan (ILP) Process			
1.6	S/PA works with children and youth, 18 years of age or younger, who dropped out of school before entering the institution that receives Title I, Part D funding to ensure that children and youth re-enter school and works towards a high school diploma once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or attain a regular high school diploma or its recognized equivalent if the child or youth does not intend to return to school.	ESEA §1414(c)(16); D.C. Code 38-202	- APEX Support Plan (Credit Recovery) - Evidence of college and career program(ming) - Evidence that S/PA ensures that student re-enters school and works towards a high school diploma or its recognized equivalent			

TITLE I, PART D: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
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<b>Indicator 2. Parental Involvement</b>						
2.1	S/PA works with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities.	ESEA §1414(c)(14)	- Letters to parents - Evidence of family meeting(s) and sign in sheets - Family engagement activities - Parent communication log			
<b>Indicator 3. General Grants Management Administration</b>						
3.1	S/PA used the results of the most recent evaluation under Section 8601 to plan and improve the program.	ESEA §1414(c)(6)	- Institution-wide needs assessment			
3.2	S/PA coordinated with other appropriate state/federal programs, such as programs under Title I of the Workforce Innovation and Opportunity Act, vocational and technical education programs, State and local dropout prevention programs, and special education programs).	ESEA §1414(c)(8)	- Meeting agenda - Schedule or calendar of meetings with other entities - Sign-in sheet			
3.3	S/PA ensures that policies and procedures related to ensuring the privacy of student data collected for education records which adhere to federal requirements are in place.	34 CFR Part 99; 20 USC 1232g(b)(1)(B); FERPA	- DYRS privacy policy regarding student education records			
<b>Indicator 4. Transition Services</b>						
4.1	S/PA coordinates with businesses for training and mentoring for participating children and youth.	ESEA §1414(c)(12)	- Statement(s) of work - Agreements - Communication to businesses - Mentoring programs			
4.2	For students 18 and older, the S/PA assists locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility/institution receiving Title I, Part D funding.	ESEA §1414(c)(13); D.C. Code 38-202	- Transition policy - Student roster - Evidence of transition meetings			
4.3	S/PA demonstrates projects that facilitate the transition of children and youth from State-operated institutions to schools served by LEAs.	ESEA §1418 (a)(1)	- Discharge process; - Education related procedures for transitioning students.			

TITLE I, PART D: PROGRAM MANAGEMENT AND ADMINISTRATION						
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4.4	S/PA has transition services that promote successful reentry of youth offenders, who are age 20 or younger and have received a regular high school diploma or its recognized equivalent, into postsecondary education, or vocational and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education, or vocational and technical training programs.	ESEA §1418 (a)(2)	- Evidence of college and career program(ming)			
4.5	S/PA demonstrates how it provided additional services to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants.	ESEA §1414 (c)(18)	- Job descriptions and names of staff assigned to providing career advice, distance learning, and assistance seeking student loans and grants			
<b>Indicator 5. Staff and Professional Development</b>						
5.1	Certified or licensed teachers and other qualified staff are appropriately trained to work with students with disabilities and other students with special needs taking into consideration the unique needs of such students.	ESEA §1414(c)(17)	- Teacher certifications - List of teachers			
5.2	S/PA provides appropriate professional development for teachers and other staff.	ESEA §1414(c)(10)	- Professional development schedule - Training agendas - Training sign-in sheets - Training certificates, where applicable			
5.3	S/PA designated an individual in the institution receiving Title I, Part D funding to be responsible for issues relating to the transition of children and youth from such facility or institution to locally operated programs.	ESEA §1414(c)(11)	- Organizational chart - Job description			
5.4	S/PA consults with experts and provides the necessary training for appropriate staff to ensure that the planning and operation of institution-wide projects under section 1416 are of high quality.	ESEA §1414(c)(5)	- Sign in sheets; - Statements of work; - Signed contracts; and - Training certificates.			

**TITLE I, PART D: FISCAL MANAGEMENT AND ADMINISTRATION**

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<b>Indicator 1: Fiscal Management</b>						
1.1-F-Title I-D	S/PA can provide a copy of the single audit for the monitoring period being reviewed.	2 CFR §200.501	- Single Audit			
1.2-F-Title I-D	Amounts expended during the grant period align with the activities in the approved application and budget.	2 CFR §200.302(b)(5)	- On file at OSSE			
1.3-F-Title I-D	S/PA can demonstrate internal fiscal controls to account for uses of funds in a way that meets federal requirements.	2 CFR §200.303	- Subgrantee financial policies and procedures			
1.4-F-Title I-D	S/PA complies with the maintenance of effort (MOE) fiscal requirement (level of state and local funding remains constant from year to year).	ESEA §9521(a)	- On file at OSSE			
<b>Indicator 2: Procurement</b>						
2.1-F-Title I-D	SA can provide the policy(ies) for the process of an expense going from the budget page to ordering/procurement, to the accurate documentation of expenditures maintained for Title I, Part D.	2 CFR §200.302(a)	- Subgrantee financial policies and procedures			
2.2-F-Title I-D	S/PA can provide evidence showing purchasing practices and policies are in writing.	2 CFR §200.318(a)	- Subgrantee financial policies and procedures			
2.3-F-Title I-D	S/PA can demonstrate internal controls are in place to ensure that contract requirements are being fulfilled by vendors consistent with terms of the contract.	2 CFR §200.318(b)	- Subgrantee financial policies and procedures			
2.4-F-Title I-D	S/PA can provide evidence demonstrating that expenditure transaction files are maintained in such a manner that documents supporting any transaction can be easily located.	2 CFR §200.302(b)(3)	- Record Retention Policy			

**TITLE I, PART D: FISCAL MANAGEMENT AND ADMINISTRATION**

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<b>Indicator 3: Financial Management</b>					
3.1-F-Title I-D	S/PA can demonstrate internal controls are in place to ensure that expenditures coded to Title I, Part D funds are consistent with the approved application.	2 CFR §200.303(a)	- Title I, Part D Financial Tracker		
3.2-F-Title I-D	S/PA can show evidence that Title I, Part D expenditures are reasonable, allocable, and necessary through a sampling of supporting documentation for expenditures from workbook review.	2 CFR §§200.403 - 405, ESEA §§1415(a)(1)(A) - (B)	- On file at OSSE		
3.3-F-Title I-D	S/PA can provide documentation of the policy(ies) and procedures for accounting practices, budgeting process (tracking and reporting of expenditures), procurement practices, case management practices, and information documentation management to include requirements for protecting personal identifiable information and electronic records.	2 CFR §§200.302, 200.303 and 200.318	- Subgrantee financial policies and procedures		
3.4-F-Title I-D	S/PA reserves the appropriate amount of funds as required for transition services (not less than 15% but not more than 30%).	ESEA §1418	- Title I, Part D Financial Tracker		
<b>Indicator 4: General Accounting Practices</b>					
4.1-F-Title I-D	S/PA can show evidence which demonstrates that accounting policies and procedures manual are accessible, up-to-date and in use.	2 CFR §200.302	- Subgrantee financial policies and procedures		
4.2-F-Title I-D	S/PA can provide evidence of financial operations and procedures which demonstrate adherence to the requirement to segregate duties.	2 CFR §§200.302 and 200.303	- Subgrantee financial policies and procedures		
4.3-F-Title I-D	S/PA can show evidence which demonstrates how accounting records are identified and reviewed in the accounting system.	2 CFR §200.302	- Accounting records		
4.4-F-Title I-D	SA can show evidence to demonstrate how specific program activities accounts are separated and documented in the accounting system.	2 CFR §200.302	- Accounting records		
4.5-F-Title I-D	S/PA can provide evidence which demonstrates that financial records and relevant supporting documentation are retained for a minimum of three years from the date of submission of the financial expenditures report.	2 CFR §200.333	- Record Retention Policy		

**TITLE I, PART D: FISCAL MANAGEMENT AND ADMINISTRATION**

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<b>Indicator 5: Equipment Management Controls</b>						
5.1-F-Title I-D	The S/PA can provide evidence to show that equipment management and control policies over equipment are in writing and demonstrate how it safeguards equipment.	2 CFR §§200.313(d)(3) and 200.303	- Equipment Management & Control Policy			
5.2-F-Title I-D	The S/PA can show evidence to support the purchase of equipment with federal funds. All purchases should be reasonable, allocable and allowable. Equipment must be properly tagged, properly safeguarded from unauthorized access or use, and located where indicated on the inventory list. Equipment inventory list must contain the following: a. Description of item; b. Serial number or other identification number; c. Funding Source (2 CFR 200.313(d)(1) also requires the FAIN); d. Who holds the title; e. Acquisition date; f. Cost, including percentage of federal participation in the cost; g. Location; h. Use and condition; i. Disposition data, including the date of disposal and sales price or the method used to determine current fair market value.	2 CFR §200.313(d)(1); 2 CFR §§200.403 - 405	- Equipment Inventory List			

TITLE II, PART A: PROGRAM MANAGEMENT AND ADMINISTRATION						
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<b>Indicator 1. Title II Part A: Improving Teacher Quality</b>						
1.1	The subgrantee has a current approved Local Education Plan with all required components.	ESEA §2102(b)	- On file at OSSE			
<b>Indicator 2. General Grants Management Administration (Program)</b>						
2.1	The subgrantee provides for the equitable participation of private school teachers and other educational personnel in private schools and engages in timely meaningful consultation with private school officials during the design and development of Title II programs (DCPS only).	ESEA §§2102(b)(2)(E); 8501(a)		- Consultation meeting agendas - Sign-in sheets - Meeting minutes - Supplemental handouts - Detailed service delivery plan		
2.2	The subgrantee develops systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building capacity of teachers and opportunities to develop meaningful teacher leadership.	ESEA §2102(b)(2)(B)		- Agendas - Sign- sheets - Documentation that meetings occurred (e.g., minutes, presentation materials) - Training materials - Calendar of professional development activities that improve and increase teachers' knowledge of the academic subjects teachers teach.		
2.3	The subgrantee meaningfully consults with teachers, principals and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the statutory purpose of Title II, Part A.	ESEA §2102(b)(3)(A)		- Agendas - Sign-in sheets - Sample surveys or evaluations - Presentation materials		
2.4	The subgrantee uses data and ongoing consultation to continually update and improve activities supported under this part.	ESEA §2102(b)(2)(D)		- Evidence that data was reviewed to continually update and improve activities		

TITLE II, PART A: PROGRAM MANAGEMENT AND ADMINISTRATION						
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2.5	Title II, Part A activities shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students.	ESEA §2103(b)(2)		- PD Calendar		

TITLE II, PART A: FISCAL MANAGEMENT AND ADMINISTRATION						
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<b>Indicator 1: Specific Fiscal Requirements</b>						
1.1-F-TitleII	The subgrantee can demonstrate that funds for the current grant period were obligated within the period of availability.	34 CFR §§76.707-76.710, 2 CFR §§200.77 and 200.309		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts		
1.2-F-TitleII	The subgrantee can demonstrate that grant expenditures were necessary, reasonable, allocable, and only for authorized purposes.	2 CFR §§200.403 - 200.405		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts		
1.3-F-TitleII	The subgrantee can demonstrate that Title II, Part A funds were used for allowable program purposes.	2 CFR §200.403		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts		
1.4-F-TitleII	<b>Supplement Not Supplant:</b> The subgrantee ensures that funds made available under this title shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this title (in alignment with OSSE's guidance on supplement not supplant requirements). For additional guidance, please see <a href="https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Federal%20Grants%20Toolkit%20Aug.%202018%2C%202017.pdf">https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Federal%20Grants%20Toolkit%20Aug.%202018%2C%202017.pdf</a> .	ESEA §2301		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices or budgets demonstrating use of non-federal funds		
1.5-F-TitleII	Evidence that the subgrantee demonstrated that the level of State and local funding remains constant from year to year (Maintenance of Effort reporting requirement) (DCPS only).	ESEA §8521	- On file at OSSE			

TITLE II, PART A: FISCAL MANAGEMENT AND ADMINISTRATION						
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1.6-F-TitleII	If applicable to the subgrantee, and if requested, the subgrantee can provide evidence showing previous audit findings have been addressed.	2 CFR §200.501	- Evidence that the subgrantee resolved audit findings (if applicable)			

TITLE III: PROGRAM MANAGEMENT AND ADMINISTRATION					
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<b>Indicator 1. Identification, Placement and Program Exit: Subgrantees must identify and place English learners (ELs) in appropriate programs.</b>					
1.1	The subgrantee communicates with parents regarding their child's participation in the language instruction program in an understandable and uniform format and in the parents' primary language.	ESEA §1112(e)(3)	Evidence of the following from the OSSE identified schools: -Samples of parent notification letters including all required elements listed in ESEA §1112(e)(3) -Evidence of having sent letters to parents, including evidence of mailing		
<b>Indicator 2. Appropriate Programs: Subgrantees must implement high-quality language instruction educational programs for ELs and evaluate their effectiveness.</b>					
2.1	The subgrantee has a comprehensive written EL plan of services, in place.	ESEA §§3116	- On file at OSSE		
2.2	The subgrantee implements the program/project in accordance with the subgrantee's approved application.	ESEA §3116 and 2 CFR §200.33(d)	-Documentation that the subgrantee EL-identified activities are aligned with approved application (e.g., curriculum documents, meeting agendas, meeting minutes, academic progress data)		
2.3	The programs and activities are evaluated to determine effectiveness (the evaluation must be conducted every two years).	ESEA §3121 (a) - (b)	-Minutes from data retreats/meetings -Written evaluations -Evidence of necessary adjustments made to the program		
2.4	Elementary and/or secondary school language instruction educational programs for ELs are coordinated with other relevant programs and services.	ESEA §3115(d)(4)	-Evidence the subgrantee coordinated EL instruction with other relevant programs and services (e.g., curriculum materials, evidence of lesson planning, professional development, team planning documents.)		
2.5	If applicable, the subgrantee has implemented specific programs for immigrant children and youth.	ESEA §3115(e)	- Documentation of program implementation of activities (i.e., progress notes, tutoring minutes, invoice payments, sign-in sheets), which may include:  - family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children; - recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth; - provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; - identification, development, and acquisition of curricular materials, educational software, and technologies used in the program carried out with awarded funds; - basic instructional services that are directly attributable to the presence of immigrant children and youth; --(F) other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools; --(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.		

TITLE III: PROGRAM MANAGEMENT AND ADMINISTRATION						
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<b>Indicator 3. Appropriate Staffing and Professional Development</b>						
3.1	The subgrantee assures that all teachers in any language instruction program for ELs are fluent in English and in any other language used for instruction, including having written and oral communication skills.	ESEA §3116(c)	-Description and documentation related to the subgrantee's teacher hiring process.			
3.2	The subgrantee provided professional development that is aligned with § 3115(c)(2).	ESEA §3115(c)(2)	-PD Calendar -Agendas from trainings -Sign-in sheets from trainings -Training materials			

TITLE III: PROGRAM MANAGEMENT AND ADMINISTRATION						
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<b>Indicator 4. Parent Involvement: Subgrantees must involve parents and community in the planning, development and implementation of the language instruction education program.</b>						
4.1	The subgrantee has implemented an effective means of outreach to inform parents of ELs of how they can be involved in the education of their children and be active participants in assisting their children learn.	ESEA §1112(e)(3)(C)(i)		- Meeting/training schedules for parent activities - Examples of parent communications - Process/plan for communicating to parents on how they access the EL program, be involved in their child's education, and be active participants in their child's learning.		
4.2	The subgrantee holds regular meetings with parents of ELs for the purpose of responding to their recommendations.	ESEA §1112(e)(3)(C)(ii)	-Copies of notices sent to parents asking for parents' input and responding to it or promotional materials -Dated presentation materials -Agendas -Sign-in sheets -Meeting minutes			
4.3	The subgrantee promotes parental and community participation in the planning, development, and implementation of the parent involvement program and programs for ELs.	ESEA §3116(b)(3)	-Dated presentation materials -Agendas -Sign-in sheets -Meeting minutes			

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<b>Indicator 5. English Language Proficiency (ELP) Standards</b>						
5.1	The subgrantee assists ELs in meeting the challenging WIDA English Language Proficiency Standards.	ESEA §3116(b)	Evidence of professional development on English Language Proficiency standards, including: -Agendas			
<b>Indicator 6. Assessments: subgrantees must adhere to state and federal assessment requirements.</b>						
6.1	Policies and procedures related to ensuring the privacy of individual student data collection, which adhere to state and federal requirements, are in place.	34 CFR Part 99 20 U.S.C. 1232(g)	-Templates of student enrollment documents			

TITLE III: PROGRAM MANAGEMENT AND ADMINISTRATION						
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<b>Indicator 7. Non-Public School Participation in Language Instruction Education Program: The subgrantee must include non-public school participation in language instruction education programs. (DCPS Only)</b>						
7.1	The subgrantee has consulted with non-public schools to identify English learners that are located in the geographic area served by the subgrantee.	ESEA §8501(c)	<ul style="list-style-type: none"> <li>-A description of the consultation process</li> <li>-A timeline of district-initiated consultation with non-public schools</li> <li>-Copies of meeting agendas</li> <li>-Letters of intent to participate, if applicable</li> <li>-Affirmation of consultation with non-public school officials including student selection criteria</li> </ul>			
7.2	The subgrantee has consulted with appropriate non-public school officials during the design and development of the Title III program.	ESEA §8501(c)(3)	<ol style="list-style-type: none"> <li>1. Evidence of process for providing technical assistance to nonpublic schools on how to:                             <ul style="list-style-type: none"> <li>- Identify English learners</li> <li>- Determine size and scope of services</li> <li>- Administer English language proficiency assessments and statewide assessments with accommodations</li> </ul> </li> <li>2. Written communication with non-public schools regarding providing equitable services to eligible students</li> <li>3. Description of the consultation process</li> <li>4. Evidence of assessment of non-public students and evaluation of effectiveness of services</li> <li>5. Documentation of how non-public students are identified</li> <li>6. Documentation of how teachers' needs were identified</li> </ol>			
7.3	The subgrantee ensures equitable participation by non-public students in a Title III program.	ESEA §8501(a)	<ul style="list-style-type: none"> <li>-Program description</li> <li>-Sample schedules of nonpublic students</li> </ul>			

TITLE III: PROGRAM MANAGEMENT AND ADMINISTRATION						
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7.4	Evidence that the subgrantee complies with requirements of equitable services to nonpublic schools including but not limited to timely implementation, evaluation, and program monitoring.	ESEA §8501		<p>1. Affirmations of consultation signed by officials of each participating private school confirming that meaningful consultation occurred. Such written affirmations shall include the option for private school officials to indicate that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.</p> <p>2. Documentation that all teachers and/or paraprofessionals employed by the subgrantee who provide services to private school children meet the state licensure and certification requirements (if applicable) such as:</p> <ul style="list-style-type: none"> <li>- Copies of certificates (degrees)</li> <li>- Evidence of reported training</li> <li>- Copy of written agreement</li> </ul> <p>3. Documentation of an evaluation for all programs serving private school students and that modifications are made, as necessary such as:</p> <ul style="list-style-type: none"> <li>- Monitoring process, observations, and providers' evaluation</li> <li>- Monthly providers' reports, and copies of meeting minutes</li> </ul> <p>4. Policies and procedures to ensure the maintenance of record for third party contract(s) and invoices from the third party contractor such as:</p> <ul style="list-style-type: none"> <li>- Copies of contracts for each service provider on file</li> <li>- Copies of invoices representing each contractor</li> </ul>		

TITLE III: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
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7.4 CONTINUED	CONTINUED	CONTINUED	CONTINUED	<p>5. Documentation that the subgrantee regularly supervises the provision of Title III services to private school children such as:</p> <ul style="list-style-type: none"> <li>- Description of monitoring process</li> <li>- Copies of observations through on-site visits</li> <li>- Copies of providers' evaluations</li> <li>- Copies of monthly providers' reports, and meeting minutes</li> </ul> <p>6. subgrantee maintains control of the Title III funds, materials, equipment and property that support services to private school children such as:</p> <ul style="list-style-type: none"> <li>- Inventory check list</li> <li>- Title III Program Equipment Assessment Form</li> <li>- Allocations documentation</li> <li>- Record for tracking subgrantee expenditures through reimbursement process (e.g., workbook submissions)</li> <li>- Sample letters, invoices, and individual tracking</li> </ul> <p>7. If applicable, policies and procedures to ensure Title III funded materials and equipment located at the private school are properly labeled such as:</p> <ul style="list-style-type: none"> <li>- List of equipment with tags, labels, inventory check list, and location</li> </ul>		
7.4 CONTINUED	CONTINUED	CONTINUED	CONTINUED	<p>8. Evidence of awareness of SEA-complaint procedures for private school officials such as:</p> <ul style="list-style-type: none"> <li>- SEA-complaint procedures stated in DCPS Equitable Services Handbook</li> <li>- Documentation that procedures are disseminated yearly at the citywide consultation</li> </ul> <p>9. Evidence that services, materials, and equipment are used for secular, neutral, and non-ideological instruction only with Title III served students</p> <p>10. Nonpublic school components of Title III are administered by, and under the control of, the subgrantee such as:</p> <ul style="list-style-type: none"> <li>- Meetings with private school officials (e.g., agenda, sign-in sheets)</li> <li>- Subgrantee personnel records show hiring of personnel for the nonpublic school Title III program</li> <li>- Documentation of payments for contracts or services</li> <li>- Documentation of regular visits by the subgrantee</li> </ul>		

TITLE III: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
7.4 CONTINUED	CONTINUED	CONTINUED	CONTINUED	11. Evidence that expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children. Such evidence must include the following:  - Narrative description of formula used to determine amount of reserve - Evidence of the methodology used for the equitable services calculation		
<b>8. Data Collection Systems</b>						
8.1	If applicable, for Title III Immigrant Children and Youth programs, the subgrantee has a data collection system to ensure that the immigrant student count submitted to OSSE includes only eligible immigrant students.	ESEA §3114(d)	Documentation of data collection procedures			
		Met Requirements			0	

TITLE III: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
		Recommendation			0	

TITLE III: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
		Finding of Noncompliance			0	

TITLE III: FISCAL MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Indicator 1. District Allocation</b>						
1.1-F-TitleIII	The eligible entity has reserved not more than two percent of its allocation for the administration of the Title III program.	ESEA §3115(b)	-On file at OSSE			
1.2 -F-TitleIII	The subgrantee uses funds only for required and authorized activities.	ESEA §3115(c)-(d)	-Subgrantee source documentation to support OSSE's expenditure sample request such as such as invoices, receipts, contracts			
<b>Indicator 2. Maintenance of Effort</b>						
2.1-F-TitleIII	The subgrantee complies with the maintenance of effort fiscal requirement.	ESEA §8521	-On file at OSSE	- On file at OSSE		
<b>Indicator 3. Supplement Not Supplant</b>						
3.1-F-TitleIII	The subgrantee ensures that federal funds made available under this subpart shall be used so as to supplement the level of federal, State and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, State, and local public funds. For additional guidance, please see <a href="https://osse.dc.gov/node/1267731">https://osse.dc.gov/node/1267731</a> .	ESEA §3115(g)	-Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, budgets demonstrating use of state, local and other federal funds.	N/A		

SOAR: PROGRAM MANAGEMENT AND ADMINISTRATION						
Activity	Program Agreement Activity	Citation	Evidence		Determination	Remarks
<b>Note: Indicators and evidence will be LEA-specific. This information will be entered into the tool for the LEAs that will be monitored. Sample program goals and reporting deliverable included below.</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Project Goal 1: Improved Student Academic Outcomes in Math and ELA as assessed by the 2015 DC CAS</b>						
<b>Objective 1.0: 1) Institute tiered interventions that are based on data that offer specific strand intervention.</b>						
<b>Reporting Period 1: February 21st -August 20th</b>						
1.1	Hire new staff.	2 CFR §200.328				
1.2	Purchase materials and software.	2 CFR §200.328				
1.3	Train teachers on new software.	2 CFR §200.328				
<b>Reporting Period 2: August 21st -February 20th</b>						
1.4	Increase mathematic student outcomes on A-Net Interim 3 by 10% (2/15).	2 CFR §200.328				
1.5	Improvement of students with Special Needs achievement scores by 5% as measured by A-Net 3 (2/15).	2 CFR §200.328				
1.6	Improvement of targeted student achievement scores by 15% as measured by A-Net 3 (2/15).	2 CFR §200.328				
<b>Reporting Period 3: February 21st -August 20th</b>						
1.8	Score at least 65% proficiency for each grade level in mathematics as measured by DCCAS.	2 CFR §200.328				
1.9	Score at least 35% proficiency for SPED students for each grade level as measured by DCCAS.	2 CFR §200.328				
1.10	Score at least an increase of 15% proficiency for each targeted student grade level as measured by DC CAS.	2 CFR §200.328				
<b>Reporting Period 4: August 21st -February 20th</b>						
1.11	Sustain mathematics growth for student proficiency in all classrooms at 70% as measured by interim assessments.	2 CFR §200.328				

SOAR: PROGRAM MANAGEMENT AND ADMINISTRATION						
Activity	Program Agreement Activity	Citation	Evidence		Determination	Remarks
<b>Note: Indicators and evidence will be LEA-specific. This information will be entered into the tool for the LEAs that will be monitored. Sample program goals and reporting deliverable included below.</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
1.12	Sustain growth for student proficiency for SPED students in all classrooms at 50% as measured by interim assessments.	2 CFR §200.328				
<b>Project Goal 2: Develop Teacher Quality through structured professional development and hiring practices.</b>						
<b>Objective 2.0:1) Train teachers in Common Core strategies and ELL/SPED best practices</b>						
<b>Reporting Period 1: February 21st -August 20th</b>						
2.1	Hire new staff.	2 CFR §200.328				
2.2	On-going coach and training for staff movement to Common Core Readiness.	2 CFR §200.328				
<b>Reporting Period 2: August 21st -February 20th</b>						
2.3	On-going coach and training for staff movement to Common Core Readiness.	2 CFR §200.328				
<b>Reporting Period 3: February 21st -August 20th</b>						
2.4	On-going coach and training for staff movement to Common Core Readiness.	2 CFR §200.328				
2.5	Improvement of students with Special Needs achievement scores by 5% as measured by A-Net 3 (2/15).	2 CFR §200.328				
2.6	Improvement of targeted student achievement scores by 15% as measured by A-Net 3 (2/15).	2 CFR §200.328				
2.7	Score at least an increase of 15% proficiency for each targeted student grade level as measured by DCCAS.	2 CFR §200.328				
2.8	Score at least 35% proficiency for SPED students in each grade level as measured by DCCAS.	2 CFR §200.328				

SOAR: PROGRAM MANAGEMENT AND ADMINISTRATION						
Activity	Program Agreement Activity	Citation	Evidence		Determination	Remarks
<b>Note: Indicators and evidence will be LEA-specific. This information will be entered into the tool for the LEAs that will be monitored. Sample program goals and reporting deliverable included below.</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
Reporting Period 4: August 21st -February 20th						
2.9	On-going coach and training for staff movement to Common Core Readiness.	2 CFR §200.328				

SCHOOL IMPROVEMENT GRANT: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Indicator 1. General Compliance: The subgrantee ensures that the School Improvement Grant (SIG) intervention models are in compliance with the final requirements of the SIG program.</b>						
<b>1. General (Compliance)</b>						
1.1	The subgrantee appropriately recruited, screened, and selected external partners.	SIG Guidance: H-19a. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A.4, Strongest Commitment (a)(4).		If applicable, documentation such as: - Announcement of the Request for Proposals (RFP) - RFP documents - Sample score sheets from vendor review process		
1.2	The subgrantee modified its practices or policies to implement interventions effectively.	SIG Guidance: H-4(5). Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 4, Strongest Commitment (a)(6).		Documentation such as: - Written policies/procedures demonstrating modified practices; and - Written notices to staff with updates on policies/procedures.		
1.3	The subgrantee has a plan for sustaining the reforms after the funding period ends.	SIG Guidance: H-4(5), I-2(12). Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 4, Strongest Commitment (a)(12).		Documentation such as: - Projected budget providing for the continuation of SIG programming after the funding period ends		
1.4	The subgrantee can provide evidence that district-level activities conducted with SIG funds are specifically supporting SIG schools.	2 CFR §200.328	-Source documentation to support expenditure sample requests			
<b>Indicator 2. Implementation: The subgrantee ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program.</b>						
<b>2.1 Intervention Model Specifics (Indicators for Turnaround Model only)</b>						
2.1.1	Where applicable, the subgrantee replaced the principal and hired back no more than 50% of the school's staff from the previous year or within the past two school years, using specific procedures and processes for screening staff.	SIG Guidance: B-1. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (a)(1).	- List of staff (including hiring dates) who were hired or rehired as part of the turnaround model and those who did not return	Documentation such as: - Interview protocol for staff selection - Any written criteria for screening/hiring new/returning staff		
2.1.2	The subgrantee used locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (regarding the selection of new staff).	SIG Guidance: B-1(2), B-3, B-4. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (a)(1)(B).		Documentation such as: - Interview protocol for staff selection		
2.1.3	The subgrantee implemented strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that were designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	SIG Guidance: B-1(3), B-5. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (a)(1)(C).	Documentation of implementation of strategies such as: - Notices to teachers regarding examples of activities mentioned in Indicator 2.1.2 - Examples of teacher participation in those activities about which teachers were notified - see above			

SCHOOL IMPROVEMENT GRANT: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
2.1.4	The subgrantee provided staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	SIG Guidance: B-1(4), B-6. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (a)(1)(D).	Documentation of PD such as: - Sign-in sheets, with dates, title of PD, etc. - PowerPoint presentations used during PD - PD Agendas			
2.1.5	The subgrantee granted new authority to the principals of the school implementing a turnaround model and adopted a new governance structure, which includes, but is not limited to, requiring the school to report to a new "turnaround office" in the subgrantee, hiring a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or entered into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	SIG Guidance: B-1(2) and (5). Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (a)(1)(E).	-Documentation of described governance structure such as: - Organizational chart demonstrating "turnaround office" or "turnaround leader"	- Documentation describing new authority that the principal has with regards to SIG and specifically staffing, calendars, scheduling, and budgeting		
2.1.6	The subgrantee used/uses data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	SIG Guidance: B-1(6), B-7. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (a)(1)(F).	-Documentation of data use such as: sample of a data report used to inform the implementation of the instructional program			
2.1.7	The subgrantee promoted/promotes the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	SIG Guidance: B-1(7). Federal Register : Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (a)(1)(G).		-Documentation such as: - Sample of a student data report that was used to differentiate instruction (redacted)		
2.1.8	The subgrantee established schedules and implemented strategies that provided increased learning time (as defined in the final requirements).	SIG Guidance: A-31, A-31a, A-32, A-32a, A-32b, A-32c, A-32d, B-1(8). Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (a)(1)(H).	-Documentation of increased learning time such as: School calendar/schedule demonstrating increased learning time			

SCHOOL IMPROVEMENT GRANT: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
2.1.9	The subgrantee provided/provides appropriate social-emotional and community-oriented services and supports for students.	SIG Guidance: B-1(9), B-8. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants, A. 2, Strongest Commitment (a)(1)(I).	-Documentation of community outreach and social-emotional support to students such as: 1. Flyers/notices to parents/students of meetings, events, etc. 2. Sign-in sheets from parent meetings/community events 3. Agendas for parent/community meetings 4. Meeting minutes from parent/community meetings			
<b>2.2 Intervention Model Specifics (Indicators for Transformation Model only)</b>						
2.2.1	Where applicable, the subgrantee replaced the principal and implemented procedures and processes to recruit, place, and retain staff with the necessary skills to implement the transformation model.	SIG Guidance: E-2. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (d)(1)(i)(A), (d)(1)(i)(E).	- Job announcements for positions with SIG schools			
2.2.2	The subgrantee developed and increased teacher and school leader effectiveness.	SIG Guidance: E-2, E-5. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (d)(1)(i)(B).	Documentation of PD such as: - Sign in sheets, with dates, title of PD, etc. - PowerPoint presentations used during PD - PD Agendas			
2.2.3	The subgrantee implemented comprehensive instructional reform strategies.	SIG Guidance: E-7, E-8. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (d)(2).	Documentation of instructional reform strategies such as: - Strategic plan as it relates to instructional reform strategies - Meeting minutes that address the implementation of the reform strategies - Presentations regarding the implementation of reform strategies			
2.2.4	The subgrantee increased learning time and created community-oriented schools.	SIG Guidance: A-31, A-31a, A-32, A-32a, A-32b, A-32c, A-32d, E-9, E-10, E-10a, E-11. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (d)(3).	Documentation of community outreach such as: - Flyers/notices to parents/students of meetings, events, etc. - Sign-in sheets, agendas, meeting minutes from parent meetings/community events - Documentation of increased learning time such as: school calendar/schedule demonstrating increased learning time			

SCHOOL IMPROVEMENT GRANT: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
2.2.5	The subgrantee provided operational flexibility and sustained support.	SIG Guidance: E-13, E-14, E-15. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (d)(1)(i)(E).	Documentation of subgrantee sustained support such as: - Calendar of meetings between subgrantee and school-site - Meeting notes, agendas, and sign-in sheets from meetings between subgrantee and school-site  Documentation of subgrantee providing school specific operational flexibilities such as evidence demonstrating: 1. Allowing the school to be run under a new governance structure 2. Allowing the school to implement a variation of the standard school-based budget 3. Ensuring that the school received ongoing TA from the subgrantee			
2.2.6	The subgrantee implemented such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that were designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school.	SIG Guidance: E-1, E-2(4). Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (d)(1)(i)(E).	Documentation of implementation of such strategies such as: - Notices to teachers regarding examples of actions mentioned in indicator 2.2.5 - Examples of teacher participation in those activities about which teachers were notified (see above)			
2.2.7	The subgrantee uses data to identify and implement an instructional program in a manner that is aligned to SIG requirements.	SIG Guidance: E-1, E-16. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (d)(2)(i).	Documentation of data use such as: - Sample of a data report used to inform instructional program			
2.2.8	The subgrantee promotes the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students.	SIG Guidance: E-1, E-16. Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (a)(1)(i)(B).		Documentation such as: - Sample of student data report that was used to differentiate instruction (redacted)		
2.2.9	The subgrantee provides staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully the school reform strategies.	SIG Guidance: E-7(3). Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 2, Strongest Commitment (d)(1)(i)(D).	Documentation of PD such as: - Sign in sheets, with dates, title of PD, etc. - PowerPoint presentations used during PD - PD Agendas			

SCHOOL IMPROVEMENT GRANT: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>2.3 Intervention Model Specifics (Indicators for Evidence-Based Whole School Reform only)</b>						
2.3.1	The subgrantee ensured that the chosen intervention model improves student academic achievement or attainment.	SIG Guidance: L-1(1). Federal Register: Section I. SEA Priorities in Awarding School Improvement Grants A. 3, Definitions, Whole-school reform model (a).	Documentation such as: - Reports demonstrating student achievement or attainment before and after the implementation of the chosen intervention model 2. Reports from coordinator of chosen intervention model detailing student academic achievement or attainment			
2.3.2	The subgrantee ensured that the chosen model would be implemented for all students in a school.	SIG Guidance: L-1(2). Federal Register: Section I. 3. Definitions, SEA Priorities in Awarding School Improvement Grants A. 3, Definitions, Whole-school reform model (b).	Documentation such as: - School schedule demonstrating implementation of program for all students			
2.3.3	The subgrantee ensured that the intervention model addresses school leadership in a comprehensive and coordinated manner.	SIG Guidance: L-1(3). Federal Register: Section I. 3. Definitions, SEA Priorities in Awarding School Improvement Grants A. 3, Definitions, Whole-school reform model (c)(1).	Documentation of school leadership engagement from the subgrantee such as: - Agendas/minutes for meetings between subgrantee and school leadership - Sign-in sheets for meetings between subgrantee and school leadership - Schedule/calendar of meetings held between subgrantee and school leadership			
2.3.4	The subgrantee ensured that the intervention model addresses teaching and learning in at least one full academic content area in a comprehensive and coordinated manner.	SIG Guidance: L-1(3). Federal Register: Section I. 3. Definitions, SEA Priorities in Awarding School Improvement Grants A. 3, Definitions, Whole-school reform model (c)(2).	Documentation of PD such as: - Sign-in sheets, with dates, title of PD, etc. - PowerPoint presentations used during PD - PD Agendas			
2.3.5	The subgrantee ensured that the intervention model addresses student non-academic support in a comprehensive and coordinated manner.	SIG Guidance: L-1(3). Federal Register: Section I. 3. Definitions, SEA Priorities in Awarding School Improvement Grants A. 3, Definitions, Whole-school reform model (c)(3).	Documentation of PD such as: - Sign-in sheets, with dates, title of PD, etc. - PowerPoint presentations used during PD - PD Agendas			
2.3.6	The subgrantee ensured that the intervention model addresses family and community engagement in a comprehensive and coordinated manner.	SIG Guidance: L-1(3). Federal Register: Section I. 3. Definitions, SEA Priorities in Awarding School Improvement Grants A. 3, Definitions, Whole-school reform model (c)(4).	Documentation of family and community outreach such as: - Flyers/notices to families/students, community members of meetings, events, etc. - Sign-in sheets from family meetings/community events - Agendas for family/community meetings - Meeting minutes from family/community meetings			

SCHOOL IMPROVEMENT GRANT: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
2.3.7	The subgrantee implemented the chosen model in partnership with a model developer.	SIG Guidance: L-4. Federal Register: Section I. 3. Definitions, SEA Priorities in Awarding School Improvement Grants A. 3, Definitions, Whole-school reform model developer (a), (b).	-Documentation of contractual partnership with model developer such as: contract with model developer detailing the roles and responsibilities of each party			
<b>Indicator 3. Technical Assistance: The subgrantee ensures that technical assistance is provided to its subgrantee consistent with the final requirements of the SIG program.</b>						
3.1	If applicable, the subgrantee is providing support to schools regarding SIG implementation.	SIG Guidance: H-4(10), E-13(2). Federal Register: Section II. Awarding School Improvement Grants to LEAs A. LEA Requirements, 2(c).	Documentation of subgrantee/school engagement such as: - Agendas/minutes for meetings between subgrantee and school staff - Sign-in sheets for meetings between subgrantee and school staff - Schedule/calendar of meetings held between subgrantee and school staff			
<b>Indicator 4. Monitoring: The subgrantee ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program.</b>						
4.1	The subgrantee has ensured that each SIG school is fully implementing the selected intervention model.	SIG Guidance: H-24, H-25. Federal Register: Section II. Awarding School Improvement Grants to LEAs A. LEA Requirements, 8(a).	Documentation of subgrantee monitoring of schools such as: - Walk-through reports - Observation reports - Agendas/minutes/sign-in sheets for meetings between subgrantee/school staff			
<b>Indicator 5. Data Collection: The SEA ensures that data is being collected consistent with the final requirements of the SIG program (If applicable)</b>						
5.1	The subgrantee has a data collection and management process.	SIG Guidance: E-7(1), E-7(2), J-16. Federal Register: Section II. Awarding School Improvement Grants to LEAs A. LEA Requirements, 8(a).	-Documentation of data collection and management process such as: sample of a data report used to measure progress toward the goal(s) for a leading indicator(s)			
5.2	The subgrantee is collecting benchmark, formative or interim data on leading indicators.	SIG Guidance: B-1(7), E-7(2), H-24, H-27. Federal Register: Section II. Awarding School Improvement Grants to LEAs A. LEA Requirements, 8(a).		-Documentation such as: sample of a data report that includes benchmark, formative, and interim data on a leading indicator(s)		

**SCHOOL IMPROVEMENT GRANT: FISCAL MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
		Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.			
<b>Indicator 1: School Improvement Grant (SIG) Specific Fiscal Requirements</b>						
1.1-F-SIG	If applicable to the subgrantee and if requested, the entity can provide evidence showing previous audit findings have been addressed.	2 CFR §200.501	-On file at OSSE			
1.2-F-SIG	The subgrantee is ensuring that a school being served with SIG funds is still receiving all the funds it would have received without the SIG award.	ESEA §§ 1113; 1120A(c)	- Comparability reports - Documentation of Title I ranking and allocation.	N/A		
1.3-F-SIG	The subgrantee can demonstrate that funds for the current grant period were obligated within the period of availability.	34 CFR §§76.707-76.710 and 2 CFR §§200.77, 200.309		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts.		
1.4-F-SIG	The subgrantee can demonstrate that grant expenditures were necessary, reasonable, allocable, and only for authorized purposes to SIG eligible schools.	ESEA §1003(g); 2 CFR §§200.403 - 200.405		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts.		

TITLE I, PART A (1003): PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
<b>Note: Indicators and evidence will be LEA-specific. This information will be entered into the tool for the LEAs that will be monitored.</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Indicator 1: (Priority Schools only) Priority schools implemented their chosen strategies</b>						
1.1	The subgrantee ensured that the Priority school effectively implemented its chosen strategy as described in its approved application.	Title I - Improving the Academic Achievement of the Disadvantaged  SEC.1003. SCHOOL IMPROVEMENT  (c) PRIORITY - The State educational agency, in allocating funds to local educational agencies under this section, shall give priority to local educational agencies that -- (1) serve the lowest-achieving schools; (2) demonstrate the greatest need for such funds; and (3) demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest-achieving schools to meet the progress goals in school improvement plans under section 1116(b)(3)(A)(v).				
1.2	The subgrantee tracked the Priority school's progress of implementing each chosen strategy.	See above				
1.3	The subgrantee used data to track the Priority school's progress in implementing the strategy.	See above				
1.4	The Priority school created a school improvement plan which addresses the reason it is in this classification.	See above				
<b>Indicator 2: (Focus Schools only) Focus schools implemented their chosen strategies</b>						
2.1	The subgrantee ensured that the Focus school effectively implemented its chosen strategy as described in its approved application.	See above				
2.2	The subgrantee tracked the Focus school's progress of implementing each chosen strategy.	See above				
2.3	The subgrantee used data to track the Focus school's progress in implementing the strategy.	See above				
2.4	The Focus school created a school improvement plan which addresses the reason it is in this classification.	See above				

**TITLE I, PART A(1003): FISCAL MANAGEMENT AND ADMINISTRATION**

Indicator	Guiding Statement	Citation	Evidence	Determination	Remarks
<b>Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.	
<b>Indicator 1: (Priority Schools Only) Specific Fiscal Requirements</b>					
1.1-F-1003	The subgrantee can demonstrate that its written methodology ensures that each school the local educational agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section.	ESEA §1003(e)(1)(F)(2)	- Written methodology procedures demonstrating how state and local resources were allocated to all schools within the LEA  - Provide documentation demonstrating actual school-level allocation of 1003 funding to Priority schools. OSSE will provide the LEA with a list of sample schools.		
<b>Indicator 2: (Focus Schools only) Specific Fiscal Requirements</b>					
2.1-F-1003	The subgrantee can demonstrate that its written methodology ensures that each school the local educational agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section.	ESEA §1003(e)(1)(F)(2)	- Written methodology procedures demonstrating how state and local resources were allocated to all schools within the LEA  - Provide documentation demonstrating actual school-level allocation of 1003 funding to Focus schools. OSSE will provide the LEA with a list of sample schools.		

MCKINNEY VENTO: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
<b>Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Indicator 1: The subgrantee is compliant with ESEA Title I Homeless program requirements</b>						
1.1	An subgrantee receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to homeless children and youths.	42 USC §11432(g)(4)(B); ESEA §1113(c)(3)(A)(i)	- On file with OSSE	- Evidence that the subgrantee implemented the plan as stated in EGMS (e.g., budget reports at the end of a fiscal year, records of expenditures, carryover, summary reports, and evidence of activities).		
<b>Indicator 2: The subgrantee has implemented the McKinney-Vento requirements</b>						
2.1	There is evidence that the subgrantee reviews and revises, as needed, policies, procedures, and/or practices that may act as barriers to the identification, enrollment, retention, and success of homeless students.	42 USC §11432(g)(1)(I) and (g)(7)(A)	The subgrantee must provide evidence of compliance, which may include the following:  - Agendas, sign-in sheets, handouts, and/or minutes - If applicable, copy of the final version of new policies after revisions have been incorporated - If applicable, evidence that the subgrantee adopted and disseminated the revised policy, procedure or practice. Examples of demonstrated evidence may include providing a copy of the subgrantee's handbook or other methods used to distribute policies/procedures to stakeholders - Schedule/timeline indicating the subgrantee's intention to regularly review/revise policies/procedures as needed of when policies were reviewed.			
2.2	The subgrantee has a designated homeless liaison.	42 USC §11432(g)(1)(J)(ii)	The subgrantee must provide evidence of compliance, which may include the following:  - Organizational Chart - Homeless Liaison job description - Homeless educational rights literature identifying the Homeless Liaison's contact information - Evidence that the subgrantee designates and allows for training of a liaison for homeless children and youth and that this person provides training to other relevant district personnel - Evidence that the homeless liaison provides training to school-based staff			
2.3	The subgrantee has a procedure in place and implements that procedure to identify homeless students.	42 USC §11432(g)(6)(A)(i)	The subgrantee must provide evidence of compliance, which may include a process for identifying homeless students (e.g., student roster, documentation of student enrollment procedures or registration/enrollment forms that show self-identification indicator).			
2.4	The subgrantee shall cooperate with the State Coordinator for Education of Homeless Children and Youths and comply with any requests for information.	42 USC §§11432(g)(6)(C)	- On file at OSSE			

MCKINNEY VENTO: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
<p><b>Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).</b></p>			<p>Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.</p>	<p>On-Site Documents: These documents must be made available to OSSE during the monitoring visit.</p>		
2.5	<p>There is evidence that:</p> <p>a. The subgrantee has a procedure for communicating information regarding enrollment in public schools for homeless families.</p> <p>b. Schools are knowledgeable of the policies and procedures.</p>	<p>42 USC §§11432(g)(3)(B)-(g)(3)(C)</p>	<p>The subgrantee must provide evidence of compliance, which may include the following:</p> <ul style="list-style-type: none"> <li>- Parent involvement/outreach policy and planning documents (e.g., handbook or materials distributed to families that includes subgrantee's policies or procedures for communicating to homeless families)</li> <li>- Parent meeting/activity calendar, agenda, and sign-in/attendance sheets</li> <li>- Evidence of parent/community outreach (e.g., PowerPoint deck, flyer, and other handouts)</li> <li>- PD schedule that includes MKV training for staff (e.g., materials distributed during the training session, agenda, sign-in sheet)</li> </ul>			
2.6	<p>There is evidence that the subgrantee has adopted a written dispute resolution process which provides for the prompt resolution of disputes and procedures to ensure that students are enrolled in the school in which placement is sought and provided transportation during the dispute resolution process.</p>	<p>42 USC §11432(g)(3)(E); 42 USC §11432(g)(4)(A); 42 USC §11432(e)(3)(C)(ii)(II); 42 USC §11432(2); 42 USC §11432(g)(1)(I)</p>	<p>The subgrantee must provide evidence of compliance, which may include the following:</p> <ul style="list-style-type: none"> <li>- subgrantee's Dispute Resolution Policy (either created by subgrantee or adopting the OSSE policy):</li> <li>- Evidence that the subgrantee implements a process for the prompt resolution of disputes, such as a phone log, notes, or e-mail messages</li> <li>- Records indicating that enrollment disputes are investigated and resolved in a timely manner</li> <li>- Evidence that students are enrolled and provided transportation during the dispute resolution process</li> <li>- Must include guidance and template of the forms that may be used to request an appeal.</li> <li>- Examples of written notification to parents and youth regarding placement decisions when they are different from what was requested, if applicable. Written procedure or narrative description of the subgrantee's procedure/process to ensure that the Homeless Liaison is involved in the process when making enrollment, school selection/placement, and eligibility decisions and communicating with families/youths, etc.</li> </ul>			
2.7	<p>If a dispute arises over school selection or enrollment in a school, the subgrantee provides the parent or the guardian of a child or youth, a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision.</p>	<p>42 USC §11432(g)(3)(E)(ii)</p>	<p>The subgrantee must provide evidence of compliance, which may include the following (if applicable):</p> <ul style="list-style-type: none"> <li>- Sample of letter of explanation to communicate enrollment decisions (e.g., a form letter or redacted letter previously submitted)</li> <li>- The subgrantee's documentation to communicate to families about their Right to Appeal enrollment decisions (e.g., form letter, handout, flyer, handbook excerpt, etc.)</li> <li>- Written parent notifications (samples) of the determination</li> </ul>			

MCKINNEY VENTO: PROGRAM MANAGEMENT AND ADMINISTRATION					
Indicator	Guiding Statement	Citation	Evidence	Determination	Remarks
<p><b>Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).</b></p>			<p>Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.</p>	<p>On-Site Documents: These documents must be made available to OSSE during the monitoring visit.</p>	
2.8	The subgrantee has adopted policies and practices to ensure that homeless students are not stigmatized or separated from the mainstream school environment.	42 USC §11432(g)(1)(J)(i)	<p>The subgrantee must provide evidence of compliance, which may include the following:</p> <ul style="list-style-type: none"> <li>- A copy of the final version of policies/procedures</li> <li>- A list of programs offered to the general population and assessment tool(s) used to determine individual student's needs</li> </ul>		
2.9	Procedures are in place to ensure students have access to services comparable to services provided to other students in the school; such as ESEA programs and programs for children with disabilities for which the homeless youth meets the eligibility criteria, programs in vocational and technical education, programs for gifted and talented students, and school nutrition programs.	42 USC §11432(g)(4)	<p>The subgrantee must provide evidence of compliance, which may include the following (if applicable):</p> <ul style="list-style-type: none"> <li>- List of services and resources offered for homeless students.</li> <li>- Needs assessment to determine appropriate services for eligible students (e.g. process and assessment tools used to gather information)</li> <li>- Documentation of services provided to homeless students</li> </ul>		
2.10	There is evidence that the subgrantee ensures homeless pre-school age children have equal access to the same public preschool programs for which the children are eligible (i.e., Head Start, Title I Preschool, Pre-K) as provided for non-homeless children.	42 USC §11432(g)(6)(A)(iii)	<p>The subgrantee must provide evidence of compliance, which may include the following (if applicable):</p> <ul style="list-style-type: none"> <li>- Brochures/flyers shared with parents regarding the MySchoolDC/Lottery process.</li> <li>- General review of all policies/procedures may act as barriers</li> <li>- Documents related to activities associated with homeless pre-school youth</li> </ul>		
2.11	The subgrantee coordinates with local social service agencies and other agencies or programs providing services to homeless children and their families (i.e., clothes, food, medical, dental, shelter).	42 USC §11432(g)(5)(A)(i)	<p>The subgrantee must provide evidence of compliance, which may include evidence that the subgrantee coordinates with local social service agencies and other agencies or programs providing services to homeless children and their families (i.e., clothes, food, medical, dental, shelter), for example schedules, agenda, minutes, notes, or handouts from attending related meetings, list of collaborative efforts with local agencies to provide events for homeless students at the subgrantee, and/or sample referral forms (if applicable).</p>		
2.12	The subgrantee has a procedure for assisting homeless, unaccompanied youth in placement and enrollment decision.	42 USC §11432(g)(3)(B)(iv)	<p>The subgrantee must provide evidence of compliance, which may include evidence that unaccompanied youth are enrolled, provided transportation, and afforded all rights and protections as outlined in the McKinney-Vento Homeless Assistance law as applicable.</p>		

MCKINNEY VENTO: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
<p><b>Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).</b></p>			<p>Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.</p>	<p>On-Site Documents: These documents must be made available to OSSE during the monitoring visit.</p>		
2.13	The subgrantee ensures that transportation to the school of origin is provided upon request and in accordance with legal requirements	42 USC §§11432(g)(1)(J)(iii); 42 USC §11432(2); 42 USC §11432(g)(1)(I)	The subgrantee must provide evidence of compliance, which may include evidence that the subgrantee ensures that transportation is provided upon request and monitored by the subgrantee including on site emergency resources, for example, transportation support documentation (ex: Excel spreadsheet tracking supports), procedure to determine need for transportation to/from the school is provided, and/or tracking/log of support distribution.			
2.14	The subgrantee has procedures for coordinating with other subgrantees and inter-district educational agencies regarding the transfer of school records.	42 USC §11432(g)(5)(A)(ii)	The subgrantee must provide evidence of compliance, which may include evidence of a procedures for coordinating with other subgrantees and inter-district agencies to obtain or transfer school records, for example documentation showing record transfer, MOA, MOU, training documents, and/or written policy or narrative.			
2.15	To ensure that homeless students are properly identified and provided services, the subgrantee provides specific in-service training and staff development for school personnel in meeting the needs of homeless students.	42 USC §11432(g)(6)(A)(ix)	The subgrantee must provide evidence of compliance, which may include evidence that the subgrantee provides specific in-service training and staff development for school personnel in meeting the needs of homeless students. For example, training or technical assistance materials, presentation materials, materials distributed within the subgrantee to heighten awareness of the needs of homeless students (e.g. materials used to share information about homelessness, literature or website links shared with subgrantee and school staff, OSSE training and resources materials that were shared) as applicable.			
2.16	The subrecipient's program is based on an assessment of the educational and related needs of homeless children and youths in the area served by the subrecipient (which may be undertaken as part of needs assessments for other disadvantaged groups). (GRANT SUBRECIPIENTS ONLY)	42 USC §11433(b)(1)	- On file at OSSE			
2.17	The subrecipient evaluates the program/project in accordance with the subrecipient's approved application, as applicable. (GRANT SUBRECIPIENTS ONLY)	ESEA §723(c)(3)(E)	The subgrantee must provide evidence of compliance, which may include evidence that the approved evaluation plan was implemented in alignment with the approved application on file at OSSE.			
2.18	There is evidence that services provided under the subrecipient's McKinney-Vento program expands or improves, but does not replace, services provided as part of a school's regular academic program. (GRANT SUBRECIPIENTS ONLY)	42 USC §11433(a)(2)(A)(iii)	The subgrantee must provide evidence of compliance, which may include evidence that the approved plan was implemented in alignment with the approved application on file at OSSE.			

MCKINNEY VENTO: PROGRAM MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
<p><b>Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).</b></p>			<p>Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.</p>	<p>On-Site Documents: These documents must be made available to OSSE during the monitoring visit.</p>		
2.19	<p>There is evidence that the subrecipient is implementing the McKinney-Vento program as described in the approved application. (GRANT SUBRECIPIENTS ONLY)</p>	42 USC §11433(b)	<p>The subgrantee must provide evidence of compliance, which may include evidence that the subgrantee's McKinney-Vento program was implemented as described in the subgrantee's approved application on file at OSSE.</p>			

MCKINNEY VENTO: FISCAL MANAGEMENT AND ADMINISTRATION						
Indicator	Guiding Statement	Citation	Evidence		Determination	Remarks
Within this title, all references to ESEA shall mean the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015).			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
<b>Indicator 1: McKinney-Vento Program- Specific Fiscal Requirements</b>						
1.1-F-MKV	If applicable to the subgrantee and if requested, the entity can provide evidence showing previous audit findings and/or monitoring findings have been addressed.	2 CFR §200.501	- On file at OSSE	NA		
1.2-F-MKV	The subgrantee can demonstrate that funds for the current grant period were obligated within the period of availability.	34 CFR §§76.707-76.710, 2 CFR §§200.77, 200.309		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts.		
1.3-F-MKV	The subgrantee can demonstrate that MKV grant expenditures were necessary, reasonable, allocable, and only for authorized purposes.	2 CFR §§200.403 - 200.405		- Subgrantee source documentation to support OSSE's expenditure sample request such as invoices, receipts, contracts.		
1.4-F-MKV	The subgrantee complies with the maintenance of effort (MOE) fiscal requirement. (If Title I, Part A is monitored with MKV, reference Item 1.1-F-TitleI to determine compliance.)	ESEA §1118 and 8521	- On file at OSSE			

In accordance with the commitments made in the 2016-2017 Transition Plan to the Every Student Succeeds Act (ESSA), OSSE conducted a review of the District of Columbia Public Schools' (DCPS) Priority and Focus schools planning through a review of each school's needs assessment, Comprehensive School Plan (CSP), and monitoring artifacts. In addition, as part of Title I monitoring, OSSE conducted school-based site visits to a subset of Priority and Focus schools. The purpose of the visits were to observe strategies outlined in the school improvement plans for each school and understand school improvement planning at the school level. Schools were chosen via a randomized selection process.

As a part of the visit, OSSE observed classrooms and spoke with stakeholders (school leaders, teachers, parents, and age-appropriate students) about the planning process. Focus group participants engaged in a discussion around school improvement planning, stakeholder involvement, monitoring, LEA supports and communication. In preparation for the full implementation of the Every Student Succeeds Act (ESSA), the information regarding OSSE's feedback on the on-site school visit in the table below outlines the observations, recommendations, and how their school planning aligns with ESSA.

**SCHOOL IMPROVEMENT PLAN MONITORING**

DOMAIN	OBSERVATIONS	REVIEW FEEDBACK
GUIDING QUESTION	<i>Does the school engage in a comprehensive school improvement planning process?</i>	
School Improvement Planning		

**SCHOOL IMPROVEMENT PLAN MONITORING**

<b>DOMAIN</b>	<b>OBSERVATIONS</b>	<b>REVIEW FEEDBACK</b>
GUIDING QUESTION	<i>Are the appropriate stakeholders involved in plan development and implementation?</i>	
Stakeholder Involvement		
GUIDING QUESTION	<i>Does the school and LEA have a system for monitoring student progress?</i>	
Monitoring Student Progress		

**SCHOOL IMPROVEMENT PLAN MONITORING**

<b>DOMAIN</b>	<b>OBSERVATIONS</b>	<b>REVIEW FEEDBACK</b>
GUIDING QUESTION	<i>Are the school's communications to internal and external stakeholders effective?</i>	
Communication		
GUIDING QUESTION	<i>How have the LEA and SEA supported the school improvement planning process and has the support been helpful to the school?</i>	
LEA/SEA School Improvement Planning Support		

The Special Education Enhancement Fund (SEEF) competitive grant for FY18 prioritized applications which:  
 - Demonstrate the project’s ability to support the creation of a continuum of public placements and build capacity to serve students in the least restrictive environment, in accordance with the federal Individuals with Disabilities Education Act (IDEA) CFR §300.114.  
 - Demonstrate the project’s ability to improve graduation, secondary transition, and post-secondary outcomes for students with disabilities.

Indicator	Grant Application Activity or Medium Term Outcome (from Application Narrative and Logic Model)	Citation	Evidence	Determination	Remarks
<b>Note: Indicators and evidence are LEA-specific, based on the LEA's original grant application. This information will be updated in the tool for each LEA that will be monitored.</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.	
<b>SEEF Competitive Grant Priority #1: Support a continuum of placements and build capacity to serve students in the least restrictive environment, in accordance with IDEA.</b>					
<b>Project Activity 1: Campus Directors of Student Support</b>					
1.1.1	Onboard Campus Directors (August-September)	DC Code Sec. 38-2614		- Resumes of Campus Directors of Student Support, including experience with school leadership, teacher development, and data skills.	
1.1.2	Campus Directors meet with school leaders to plan for the year (August-September)	DC Code Sec. 38-2615		- Evidence of collaboration sessions (agendas, meeting notes, sign-in sheets, etc.) with school leaders to advance best practices in specialized instruction and compliance	
1.1.3	Campus Directors work with school leaders to develop plans to support staff on special education	DC Code Sec. 38-2616		- Evidence of plans developed with school leaders to support staff on special education (e.g., planning documents, PD schedules, etc.)	
1.1.4	Campus Directors update campus staffing (if applicable) to support students with IEPs and inclusive practices.	DC Code Sec. 38-2615		- Evidence of updates to campus staffing to support students with IEPs and inclusive practices (if applicable based on plans)	
1.1.5	Campus Directors conduct training with school leaders to improve specialized instruction, strengthen continuum of services, and ensure that all students are placed in the least restrictive environment	DC Code Sec. 38-2616		- Evidence of trainings conducted with school leaders to improve specialized instruction, strengthen continuum of services, and ensure that all students are placed in the least restrictive environment	
1.1.6	Campus Directors provide coaching for special educators	DC Code Sec. 38-2617		Agendas and sign in sheets from coaching sessions for special educators	
1.1.7	Campus Directors provide regular observations and feedback with special educators throughout the year	DC Code Sec. 38-2618		- Evidence of regular cycle of observations and feedback sessions with special educators throughout the year	
<b>Project Activity 2: Intensive Intervention for Struggling Readers using Lindamood-Bell</b>					
1.2.1	Train teachers on Lindamood-Bell (L-B)	DC Code Sec. 38-2622		- Evidence of trainings (e.g., agendas, sign-in sheets, schedules, etc.) to train teachers on L-B interventions	

Indicator	Grant Application Activity or Medium Term Outcome (from Application Narrative and Logic Model)	Citation	Evidence		Determination	Remarks
<b>Note: Indicators and evidence are LEA-specific, based on the LEA's original grant application. This information will be updated in the tool for each LEA that will be monitored.</b>			Pre-Site Documents: These documents must be submitted to OSSE in advance of the monitoring visit.	On-Site Documents: These documents must be made available to OSSE during the monitoring visit.		
1.2.2	Provide targeted L-B intervention for at least students in 10th reading percentile, in small group instruction, two hours per day, five days a week. (At least 50 students in fall, 50 students in spring)	DC Code Sec. 38-2623		- Evidence intervention occurred, such as schedules, student lists, etc.		
<b>SEEF Grant Priority #2: improve graduation, secondary transition, and post-secondary outcomes for students with disabilities</b>						
<b>Project Activity 3: Improved High School Transition Services</b>						
2.3.1	Director of College Support conducts numerous activities to help support SWD in transitioning out of high school.	DC Code Sec. 38-2624		- Resume for Director of College Support		
2.3.2	Students do the Education, Employment, and Independent Living assessments (once per year), RSA application and Individualized Plan for Employment, and Pre-Employment	DC Code Sec. 38-2625		- Evidence of EEIL assessments and sample results		
2.3.3	KCP hosts College Fair (September)	DC Code Sec. 38-2626		- Event schedule - Sign-in sheets		
2.3.4	High school seniors apply for college and/or certification programs (fall/winter)	DC Code Sec. 38-2628		- Report describing college application rate - Copies of submitted college and/or certificate programs for students with disabilities		
2.3.5	Transition Coordinator and Director of College Support work with city agencies and businesses to pursue job training opportunities (August-June); Identify summer employment opportunities and support students in applying (January-May)	DC Code Sec. 38-2629		- Evidence of job training placements developed and secured (e.g., list of placements, schedules, summary charts of placements, etc.)		
2.3.6	KTC Director of College Support holds individual post-secondary planning meetings with seniors (February-March)	DC Code Sec. 38-2630		- Evidence of individual post-secondary planning meetings (e.g., agendas, schedule, sign-in, etc.)		
2.3.7	Identified college supports and accommodations for college-bound SWD	DC Code Sec. 38-2631		- Evidence of specific college-level supports identified for SWD		

LEAs are required to use the following format when developing their proposed plan to address identified findings of noncompliance. The LEA is expected to submit its proposed plan within thirty days of receipt of this report. OSSE will respond to the plan within 30 days after receipt. OSSE's response will be captured in the column titled, "SEA Response to CAP". If all proposed activities are approved, OSSE will indicate this in its response and the LEA should begin implementation and will establish the frequency for CAP reporting. If OSSE is unable to approve the CAP as written, OSSE will provide feedback and offer to set up a technical assistance session.

**CORRECTIVE ACTION PLAN TEMPLATE**

<b>FINDING/ RECOMMENDATION</b>	<b>PROPOSED LEA CORRECTIVE ACTION</b>	<b>TIMELINE</b>	<b>RESPONSIBLE OFFICE/PARTY</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>SEA RESPONSE TO CAP</b>