



OFFICE OF THE STATE
SUPERINTENDENT OF EDUCATION

Annual Grants Monitoring Indicators for Fiscal Year 2023 **Evidence List for Title I-A Program Monitoring**

This document lists indicators that apply to local education agencies (LEAs) receiving Title I-A program monitoring and the corresponding mandatory evidence for each. LEAs must upload all mandatory evidence to [Box](#) by **March 27, 2024**. Based on reviewing the evidence LEAs provide by March 28, the Office of the State Superintendent of Education (OSSE) may request additional evidence.

To receive access to [Box](#): All staff designated in one or more of the following roles in the [IDS All Staff Collection](#) (formerly eSchoolPlus), as appropriate for their role at the LEA, will receive access to Box.

- Head of School
- LEA Data Manager
- LEA Finance/Grants Manager

Anyone with the LEA Data Manager designation at an LEA can assign their colleagues to one of these roles in the system. Once that occurs and the system refreshes overnight, the staff member receives an automated email the next day that allows them to create a Box account and access the pertinent folders, including monitoring.

For questions or additional information related to monitoring, please contact OSSE.Monitoring@dc.gov.

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Standards, Assessment and Accountability

Indicator 1.1

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

Description of Evidence

Mandatory: Evidence of administering the District of Columbia State standardized test in the monitored school year. (On file with OSSE.)

Indicator 1.2

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

Description of Evidence

Mandatory: Documentation of collecting Home Language Surveys at initial enrollment in a public school in the District of Columbia. Evidence must be submitted for the monitored school year.

Evidence must include:

1. Home Language Survey – at least one copy of the LEA’s Home Language Survey.
2. Evidence of Administration - copies of completed Home Language Surveys for a sample student's first time in a District of Columbia school if applicable; and
3. Method of Administration - a document that describes the method of administering the Home Language Survey, including to whom and by whom it is administered. Include a description of how the data collected in the Home Language Surveys is used in the process for screening English learners.

Indicator 1.3

The subgrantee ensures that all English learners (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)(2)(G)

Description of Evidence

Mandatory:

Evidence for the monitored school year must include:

1. Documentation of how many EL students were not assessed and the reason for not testing (On file at OSSE)
2. Evidence that EL students referred to other programs were annually assessed on WIDA (On file at OSSE)
3. Documentation that EL parents were informed of the WIDA testing requirements for all EL students.

Improving the Academic Achievement of the Disadvantaged

Indicator 2.1

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

Description of Evidence

Mandatory: Written procedures and practices for ensuring educational stability for children in foster care for the monitored school year.

Evidence must include:

1. Documentation of collaboration with the child welfare agency
2. Documentation of the LEA's foster care point of contact role and responsibilities
3. Written procedures on how school transportation for children in foster care is provided, arranged and funded

Evidence may include:

- Job description for the person serving as the LEA foster care point of contact
- Standard operating procedures or job aids for processes related to serving students in foster care

Indicator 2.2

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

Description of Evidence

Mandatory: LEA Plan for the school year being monitored (On file with OSSE.)

Mandatory: Documentation that demonstrates the stakeholder consultation for the LEA Plan submitted with ESEA Consolidated Application for the monitored school year.

Evidence must include:

1. A list of names and roles of the people filling the required stakeholder roles, as applicable to the LEA;
2. List of stakeholder engagement activities;
3. Invitations to engagement activities to solicit stakeholder input;
4. Agendas, minutes and/or presentation materials from consultation and engagement meetings;
5. A description of how the engagement activities informed the LEA Plan in the ESEA Consolidated Application for the monitored school year.

Evidence may include:

- Samples of data or documents examined during stakeholder engagement activities.
- Samples of data collected from stakeholders.
- Revisions to the LEA Plan from the prior year and a description of how the changes that reflect stakeholder input.

Indicator 2.3

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

Description of Evidence

Mandatory for all LEAs

Evidence must include:

A statement of the LEA's applicability in the monitored school year. (The indicator applies to any LEA that requires teachers to meet the District of Columbia (D.C.) teaching licensure requirements.)

Mandatory for LEAs that require teachers to meet D.C. licensure requirements

Evidence must include:

List of all teachers working in a Title I-A school and the licensure and/or certification status for each listed teacher. (On file at OSSE)

Indicator 2.4 – Not Applicable to LEAs in D.C.

The subgrantee ensures paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. (ESEA §§1112(c)(6), 1112(1)(A)(ii))

Indicator 2.5

The subgrantee notifies parents of their right to request annually information regarding the professional qualifications of their child's teacher. Such notification shall include at a minimum (ESEA§1112(e)(1)(A)(i)(I-III)):

1. If their child's teacher met State's certification and licensure requirements for the grade levels and subject area in which the teacher provides instruction;
2. If their child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
3. If their child's teacher is teaching in the field of discipline of the certification of the teacher.

Description of Evidence
<p>Mandatory: Evidence of the LEA's communication to parents regarding their right to request information about teacher qualifications in the monitored school year.</p> <p><i>Evidence must include:</i></p> <ol style="list-style-type: none"> 1. Notification to parents of the parents' right to request information about teacher qualifications, including the three minimum requirements. <p><i>Evidence may include:</i></p> <ul style="list-style-type: none"> • A sample parent request and the LEA's response.

Indicator 2.6

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

Description of Evidence
<p>Mandatory for all LEAs</p> <p><i>Evidence must include:</i></p> <p>A statement of the LEA's applicability in the monitored school year. (The indicator applies to any LEA that requires teachers to meet the District of Columbia (D.C.) teaching licensure requirements.)</p> <p>Mandatory for LEAs that require teachers to meet DC licensure requirements</p> <p><i>Evidence must include:</i></p> <ol style="list-style-type: none"> 1. A sample parent notification, sent in the monitored school year. 2. Written process and timeline to notify parents, as applicable, for teacher assignments and required licensure.

Indicator 2.7

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

Description of Evidence

Mandatory: Documentation that shows how parents are notified that their student will receive EL services in the monitored school year.

Evidence must include:

1. At least two samples of notifications sent to parents, including all seven statutory requirements (one English and one translated version).
2. EL student enrollment and identification dates (On file at OSSE).

Indicator 2.8

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

Description of Evidence

Mandatory: Documentation of EL parent outreach activities in the monitored school year.

Evidence must include:

- EL student enrollment and identification dates. (On file at OSSE)
- Translated documents or flyers to announce parent engagement events (English and translated versions);
- Presentation materials from meetings related to EL programming and parents' rights (e.g., discussion or talking points, template or conversation guide, list of questions, meeting presentations).

Evidence may also include:

- Documentation of interpretation and translation services used to communicate with families of ELs
- A log of communications, meetings and outreach with parents of ELs

Indicator 2.9

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

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

Description of Evidence

Mandatory: Documentation of EL parent events related to the required engagement in the monitored school year.

Evidence must include:

1. Agendas, attendance records, and/or materials shared in engagement events;
2. Communication related to opportunities for parents/families of ELs participation;
3. Presentation materials from parent engagement events related to; supporting ELs with language attainment and academic needs (e.g., discussion or talking points, list of questions, resources provided).

Indicator 2.10a (Applicable to LEAs with at least one school operating a schoolwide program model)

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

1. Comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Parent, family and stakeholder engagement;
4. Evaluation; and
5. If applicable, coordination and Integration of Federal, state and local services and programs.

Description of Evidence

Mandatory: Documentation that the LEA ensures that schools develop and implement compliant schoolwide program plans in the monitored school year.

Evidence must include:

1. Sample schoolwide program plans. (On file at OSSE)
2. Documentation that demonstrates how the LEA guides and assists schools to develop and implement compliant schoolwide program plans.

Evidence may also include:

- Meeting agendas, presentation materials, notes, or planning documents.
- Guidance documents or presentations given to school leaders and community members related to schoolwide program planning and implementation
- Presentation materials (e.g. handouts, discussion or talking points, lists of questions, resources provided) to understand schoolwide plan compliance components.
- Schoolwide program plan templates or guidance documents used by schools to develop their plans
- Written communication, including email, letters, newsletters, memos, or webpages to explain schoolwide program plan components.

Indicator 2.10b (Applicable to LEAs with at least one school operating a schoolwide program model)

The schoolwide program plans are developed with the involvement of the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA §§ 1114(b)(2), 1116(c)(3))

Description of Evidence
<p>Mandatory: Documentation that demonstrates the school(s) developed schoolwide program plans with the involvement of the required stakeholders in the monitored school year.</p> <p><i>Evidence must include:</i></p> <ol style="list-style-type: none">1. Documentation that demonstrates the plan was developed with the involvement of people who fulfill the roles listed in the indicator, as appropriate to the school.2. Documentation that the plan is available to parents and the public and provided to parents in a language they can understand. <p><i>Evidence may also include:</i></p> <ul style="list-style-type: none">• Meeting agendas, attendance records, notes, or planning documents.• Schoolwide plan revisions (e.g., adjustments that were made or the plan to address students not making progress).• Student data analysis presented to parents and stakeholders to inform their involvement in the planning process.• Evidence of interviews, focus groups, or surveys to gather input and feedback.• Meeting/event presentation materials (e.g, handouts, discussion or talking points, list of questions, resources provided) to gather input and feedback.• Written communication to parents and stakeholders regarding opportunities to be involved in the schoolwide program, including email, letters, newsletters, website postings.

Indicator 2.10c (Applicable to LEAs with at least one school operating a schoolwide program model)

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

Description of Evidence
<p>Mandatory: Documentation that the LEA ensures that schools regularly monitor and revise the schoolwide program plans in the monitored school year.</p> <p><i>Evidence must include:</i></p> <ol style="list-style-type: none"> 1. Documentation that demonstrates schoolwide program plan monitoring. 2. Documentation that explains any revisions made to the schoolwide program plan in response to student needs. <p><i>Evidence may also include:</i></p> <ul style="list-style-type: none"> • Student data analysis (e.g., tools or processes to determine the effectiveness of the schoolwide program plan). • Meeting agendas, notes, presentation materials, etc. used to analyze or track student progress. • Schoolwide plan revisions (e.g., adjustments that were made or the plan to address students not making progress). • Written communication, including email, letters, newsletters, webpages related to the progress toward schoolwide program plan goals and outcomes.

Indicator 2.10d (Applicable to LEAs with at least one school operating a schoolwide program model)

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

Description of Evidence
<p>Mandatory: Documentation that the LEA ensures schools made the schoolwide program plan publicly available in the monitored school year.</p> <p><i>Evidence must include:</i></p> <ul style="list-style-type: none"> • Documentation that the plan is available to the LEA, parents and the public and provided to parents in a language they can understand and is translated for stakeholders, as needed.

Indicator 2.11 (Applicable to LEAs with at least one school operating a targeted assistance program model)

The grantee ensures targeted assistance programs determine which students will be served with a process that is compliant with ESEA requirements (ESEA §1115(b)(1), 1115(c)(1-2)):

Description of Evidence

Mandatory: Documentation of the process schools operating targeted assistance program models use to determine eligible students and select the students who will participate in program.

Evidence may include:

1. List of the criteria used to identify students.
2. Documented analysis of the student data used to determine eligibility.
3. Documentation showing the selection of students to be served by the targeted assistance program.

Indicator 2.12 (Applicable to LEAs with at least one school operating a targeted assistance program model)

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

1. Uses program's resources to help eligible children meet the state's challenging academic standards;
2. Uses methods and instructional strategies to strengthen the academic program of the school;
3. Coordinates with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;
4. Provides professional development;
5. Includes strategies to increase the involvement of parents of eligible children; and
6. If appropriate and applicable, coordinates with federal, state and local programs.
7. Provides the LEA assurances that it will:
 - Help provide an accelerated, high-quality curriculum.
 - Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part.
 - On an ongoing basis, review the progress of eligible children and revise the Targeted Assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging state academic standards.

Description of Evidence

Mandatory: Targeted assistance program plans in place in the monitored school year that include all the required components.

Evidence must include:

1. At least one school's targeted assistance program plan
2. Documentation that demonstrates the targeted assistance program's compliance with all seven requirements

Evidence may include:

- Explanation of how the plan is coordinated with federal state and local programs
- Documentation of student progress monitoring
- Explanation of how the program plan meets the seven requirements

Indicator 2.14

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

1. LEA Title I-A Parent and Family Engagement Policy; and
2. School Title I-A Parent and Family Engagement Policy.

Description of Evidence

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

Evidence must include:

1. LEA parent and family engagement policy in effect in the monitored school year.
2. District/school website, handbooks, or newsletters that publicly show compliant Parent and Family Engagement policies.
3. Announcement flyers/attendance records.

Indicator 2.15a

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

Description of Evidence
<p>Mandatory: Documentation the LEA's parent and family engagement policy is developed with meaningful consultation with parents.</p> <p><i>Evidence must include:</i></p> <ol style="list-style-type: none">1. LEA-level parent and family engagement policy in effect in the monitored school year.2. Agendas, attendance records , and meeting minutes documenting3. Parents' involvement in the development of the policy.4. Evidence that the subrecipient distributed parental and family engagement policy information to parents.5. Record of parent comments or input about the use of funds for parental involvement.6. Evidence of updates to the policy as the needs of parents and the school changed.7. Translated documents, announcements and flyers, if applicable

Indicator 2.15b

The LEA ensures the LEA parent and family engagement policy describes how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (ESEA 1116(a)(2)(B))

Description of Evidence
<p>Mandatory: Documentation that the LEA-level parent and family engagement policy describes the supports the LEA provides to schools to plan and implement parent and family engagement activities that effectively improve student academic achievement and school performance.</p> <p><i>Evidence must include:</i></p> <ol style="list-style-type: none">1. LEA-level parent and family engagement policy in effect in the monitored school year that includes a description of how the LEA assists schools in planning and implementing effective parent and family engagement practices.

Indicator 2.15c

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

Description of Evidence

Mandatory: Documentation that demonstrates the LEA conducted meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in the monitored school year.

Evidence must include:

1. Meeting agendas, presentations, data analysis, or communications regarding parent and family engagement policy evaluation.
2. Revised policies indicating changes as a result of studying effectiveness.
3. Summary of evaluation results.

Indicator 2.15d

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

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

Description of Evidence

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

Evidence may include:

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

Indicator 2.15e (applicable only to grantees with Title I-A allocations of \$500,000 or more)

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

Description of Evidence

Mandatory: Documentation that demonstrates parent and family input in the decisions regarding the parent and family engagement reservation funds in the monitored school year.

Evidence may include:

1. Announcements/flyers.
2. Parents' feedback (e.g. focus group/meeting notes, survey collection data).
3. Translated documents.
4. Receipts for accommodations/interpreter, as applicable
5. Presentation materials that indicate parents were informed of their rights, asked for feedback on the Title I-A program and were told how to offer feedback and file complaints.
6. Meeting notices in multiple modes or languages, as applicable.
7. Documentation related to any funds used for parental involvement (transportation, child care, etc.).

Indicator 2.16

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

Description of Evidence

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

Evidence must include:

1. Translated documents/announcements/flyers.
2. Receipts for accommodations/interpreters.

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

Indicator 3.1 (LEAs Serving Pre-K 3-Kindergarten Only)

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

Description of Evidence

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

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

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

Description of Evidence

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

Evidence may include:

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

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

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

Description of Evidence

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

Provide at least one of the following:

- Meeting attendance records .
- Grantee's notes from the meeting(s).
- Meeting/event presentation materials (e.g., PowerPoint, handouts, discussion or

- Public posting of LEA's transition policy and/or requirements for new pre-K and kindergarten students, including URL with publicly available links to LEA's transition policy and/or requirements (links are on file at OSSE as of March 29, 2019 - LEA may provide updated submission).

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

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

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

Description of Evidence

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

Provide at least one of the following:

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

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

The grantee participates in at least two early childhood joint professional events annually with Head Start or other early learning program staff. Participants must include at least one staff member per LEA, which may include a leadership team member or an early childhood development program coordinator. Additional stakeholders could include teachers, parents, non-teaching staff and additional LEA and Head Start Agency leadership team members. (ESEA §1119(b)(4), citywide MOA pp. 14-15)

Description of Evidence
<p>Mandatory for LEAs that serve <i>Pre-K 3-Kindergarten</i> only: Documentation of LEA attendee(s) attending two or more joint professional development events with early childhood programs. Documentation must include attendance records.</p> <p><i>Provide at least one of the following:</i></p> <ul style="list-style-type: none">• List of staff and trainings they attended with website links or any related materials such as registrations, presentations, agendas, etc. that demonstrates the connection to Head Start or other early childhood programs and attendees.• Documentation of a joint planning or coordination effort such as executing a joint training or establishing shared guidance around a topic of mutual interest.

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

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

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

Description of Evidence

Mandatory for LEAs that serve Pre-K 3-Kindergarten only: Documentation that the LEA shares strategies with Head Start agencies and to the extent possible with other early childhood programs on standards, curriculum and instruction.

Provide at least one of the following:

- Attendance records, meeting notes and materials demonstrating LEA participation in curriculum and instruction-related joint trainings or meetings with Head Start or other early childhood programs;
- Examples of lessons, curricula, or unit plans aligned with the Head Start program sending the most students to the LEA;
- Meeting agendas, materials and attendance records from meetings or coaching sessions in which the LEA sends an academic coach or other instructional leader to the early childhood education program to explain academic expectations at the LEA and help improve alignment and coordination between early childhood development programs and the LEA; and/or
- Other examples of sharing resources and strategies on standards, curriculum and instruction.

General Grant Management Administration

Indicator 4.1

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

Description of Evidence

Mandatory: Evidence of dissemination of OSSE's complaint policy to parents of students, and appropriate private school officials or representatives.

Provide at least one of the following

1. Website posting.
2. Notice in the student or parent handbook.
3. Evidence of the distribution of the policy at a school meeting.



Improving the Academic Achievement of the Disadvantaged (DCPS Only)

Indicator 5.1 (DCPS Only)

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

Description of Evidence

Mandatory for DCPS only: The “rank and serve” list of school’s receiving Title I-A funds that demonstrates how they were ranked by poverty rate and selected for funding. (On file with OSSE.)

Indicator 5.2 (DCPS Only)

The grantee reserves a portion of Title I-A funds support the needs of students experiencing homelessness. (ESEA §1113(c)(3)(A))

Description of Evidence

Mandatory for DCPS only: Evidence of a reservation of funds set aside to support students experiencing homelessness.

Evidence must include:

1. A set-aside reservation in the ESEA Consolidated Application for funding in the monitored school year. (On file at OSSE.)

Indicator 5.3 (DCPS Only)

The grantee ensures that it uses a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data) to determine the amount of the homeless student set-aside. (ESEA §§1113(c)(3)(A)(i))

Description of Evidence

Mandatory for DCPS only: Documentation that demonstrates the LEA uses a specific method for calculating the homeless reservation set-aside and consults with the appropriate staff to determine the amount of the reservation.

Evidence must include:

1. Workbook or schedule showing the calculation method of the homeless student set-aside amount and any explanation on how the calculation is conducted.
2. Meeting or communication documentation that demonstrates coordination with the staff responsible for meeting the needs of students experiencing homelessness (e.g. the homeless education liaison office.)

Indicator 5.4 (DCPS Only)

The grantee and schools ensures effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement by (ESEA §1116(e)(1-6)):

1. Providing assistance to parents of children in understanding such topics as the challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Providing materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
3. Educating teachers, specialized instructional support personnel, principals, other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Coordinating and integrating parent involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, to the extent feasible and possible;
5. Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
6. Providing such other reasonable support for parental involvement activities under this section as parents may request

Description of Evidence
<p>Mandatory for DCPS only: Evidence demonstrating the LEA performed the required actions to build parents' capacity to be involved in school from a sample of schools.</p> <p><i>Evidence must include:</i></p> <ol style="list-style-type: none">1. Documentation of family engagement activities conducted to build parents' capacity to be involved in their children's schools.2. Documentation of providing educator training to help teachers increase parents' capacity to be involved in their children's educations.3. Documentation that notices, announcements and engagement activity materials are given to parents in an understandable and uniform format.

Evidence may include:

- Classroom teacher notices or invitations sent home to parents and families with strategies to be involved
- Training schedules, agendas and materials used in development of educators in effective parent engagement strategies.
- Webpages, social media posting and public notices or announcements
- Evidence of parent workshops provided by schools for parents focused on literacy, math, reading, homework help, and study skills.
- Translated social media postings or documents

Equitable Services (DCPS Only)

Indicator 6.1 (DCPS Only)

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

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where and by whom the services will be provided;

(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children and the proportion of funds that is allocated under subsection (a)(4) for such services;

(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;

(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor;

(I) whether the agency shall provide services directly or through a separate government agency, consortium, entity or third-party contractor;

(J) whether private equitable services are provided to eligible private school children—

(i) by creating a pool or pools or funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or

(ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

(K) when, including the approximate time of day, services will be provided; and

(L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

Description of Evidence

Mandatory for DCPS only: Evidence that the grantee has consulted with appropriate private school officials during the design and development of the program to deliver equitable services.

Evidence must include:

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

Indicator 6.2 (DCPS Only)

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

Description of Evidence

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

Evidence must include:

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

Indicator 6.3 (DCPS Only)

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

Description of Evidence

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

Evidence must include:

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

Indicator 6.4 (DCPS Only)

The grantee maintains a written affirmation signed by officials of each participating school that the meaningful consultation required by ESEA §1117(b) has occurred. If private school officials do not provide such affirmation to the grantee, the grantee has

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sent documentation of its consultation efforts to the state education agency (SEA).
(ESEA §1117(b)(5))

Description of Evidence
<p>Mandatory for DCPS only: Evidence that the grantee has a record of a written affirmation signed by officials of each participating school that the meaningful consultation required by ESEA §1117(b) has occurred.</p> <p><i>Evidence must include:</i></p> <ol style="list-style-type: none">1. Individual consultation meeting documentation.2. Written documentation that the schools were informed of the opportunity to participate and declined, for schools that choose not to participate.

Indicator 6.5 (DCPS Only)

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

Description of Evidence
<p>Mandatory for DCPS only: Evidence that the services have been academically assessed and modified as necessary as a result of the assessment.</p> <p><i>Evidence must include:</i></p> <ol style="list-style-type: none">1. Summary of evaluation results.2. Documentation of meetings with appropriate private school officials that show the evaluation results were discussed and used to make changes to service delivery as needed.

Indicator 6.6 (DCPS Only)

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

Description of Evidence
<p>Mandatory for DCPS only: Evidence that the grantee provides services in a timely manner that is equitable to the time at which services begin for public school students.</p> <p><i>Evidence must include:</i></p> <ul style="list-style-type: none">• Detailed services delivery plan.

Indicator 6.7 (DCPS Only)

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

Description of Evidence

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

Evidence must include:

- Written detailed services delivery plan.

Indicator 6.8 (DCPS Only)

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

Description of Evidence

Mandatory for DCPS only: Evidence that the grantee has informed participating private schools of their right to file a complaint with the SEA's Equitable Services Ombudsman.

Evidence must include:

- A copy of the equitable services handbook that includes this policy and meeting agendas or notes that show this handbook was distributed and discussed.

Indicator 6.9 (DCPS Only)

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

Description of Evidence

Mandatory for DCPS only: If applicable, a copy of written communication to private school officials about the issue of disagreement.

Indicator 6.10 (DCPS Only)

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

Description of Evidence

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

Evidence must include:

1. Meeting agendas with matching attendance records .
2. Communications advertising events and activities.
3. Communications between the school and the parents/guardians of participating students.

Indicator 6.11 (DCPS Only)

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

Description of Evidence

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

Evidence must include:

1. Copy of the monitoring schedule.
2. Copy of the blank monitoring form.
3. Samples of completed monitoring forms.
4. Correspondence or meeting notes that show that corrections to the program were made, as needed, as a result of the monitoring process.

Indicator 6.12 (DCPS Only)

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

Description of Evidence

Mandatory for DCPS only: Evidence that services, materials, and equipment are used for secular, neutral and non-ideological instruction.

Evidence must include:

1. Samples of curriculum.
2. Samples of academic exercises/activities.
3. Lesson plans.
4. Completed monitoring forms.

Indicator 6.13 (DCPS Only)

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

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

Indicator 6.14 (DCPS Only)

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

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

Indicator 6.15 (DCPS Only)

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

Description of Evidence
Mandatory for DCPS only: Description of the methodology used to calculate poverty data.

Indicator 6.16 (DCPS Only)

The grantee complies with requirements for ensuring that the funding allocated for equitable services is equal in proportion to the funds allocated to public schools. (ESEA §1117(a)(4)(A)(i))

Description of Evidence
Mandatory for DCPS only: Evidence already on file at OSSE; no further action is required from the grantee.

Indicator 6.17 (DCPS Only)

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

Description of Evidence
Mandatory for DCPS only: Evidence already on file at OSSE; no further action is required from the grantee.

Indicator 6.18 (DCPS Only)

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

Description of Evidence
Mandatory for DCPS only: Evidence that shows the funds allocated to private schools are obligated in the fiscal year for which the agency receives the funds.

Indicator 6.19 (DCPS Only)

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

Description of Evidence
Mandatory for DCPS only: Documentation of the method used to select children to receive equitable services from within the pool of residentially eligible students.

Indicator 6.20 (DCPS Only)

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

Description of Evidence

Mandatory for DCPS only: Documentation that all service providers are under the control and supervision of the grantee.

Evidence must include:

1. A description of the process used to supervise service providers that includes how often monitoring occurs, and who participates.
2. Monitoring schedule.
3. Samples of completed monitoring forms that indicate the performance service provider's performance quality.
4. Minutes from meetings with private school officials and service providers that indicate discussion of service provider performance and corrections to performance as necessary

Indicator 6.21 (DCPS Only)

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

Description of Evidence

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

Evidence must include:

1. Teaching certificates.

Indicator 6.22 (DCPS Only)

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

Description of Evidence

Mandatory for DCPS only:

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

Evidence must include:

1. Inventory check list.
2. Title Program Equipment Assessment Form.
3. Description of the oversight process.
4. Record for tracking expenditures through the reimbursement process (e.g., workbook submissions).

Indicator 6.23 (DCPS Only)

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

Description of Evidence
<p>Mandatory for DCPS only: <i>Evidence must include:</i></p> <ol style="list-style-type: none">1. Description of policy for tagging/labeling, inventorying, and locating equipment purchased with grant funds.2. Samples of completed monitoring forms that indicate an assessment of the private school’s compliance with the equipment policy.