



Methods of Administration (MOA) Program Overview

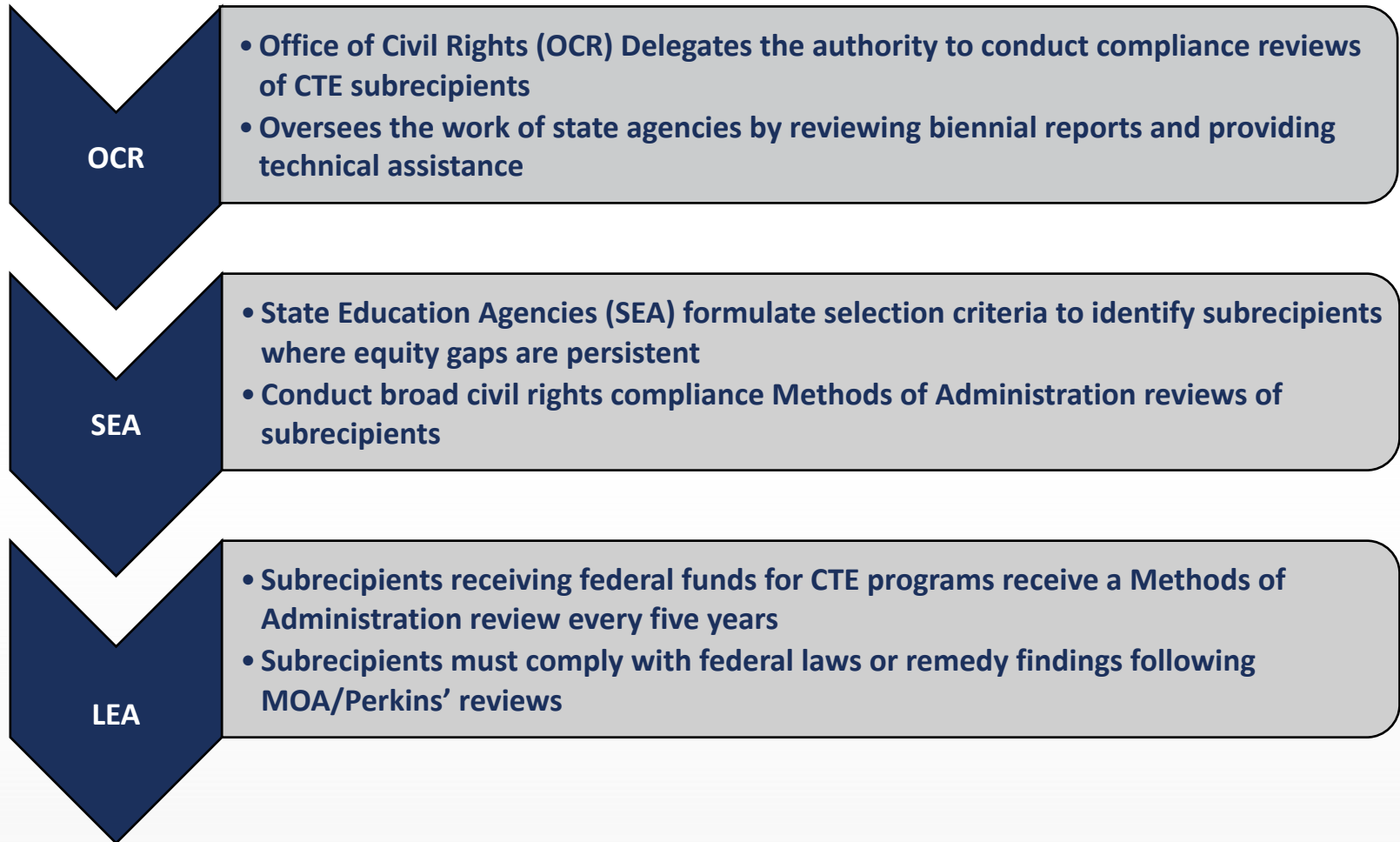
Terms to Know

- **Methods of Administration (MOA) Program** - Any DC Public or Public Charter High School and the University of the District of Columbia – Community College that receives federal funds and offers a career technical education program of study.
- **Letters of Findings (LOF)** - Letters of Findings, which is a post-monitoring report sent to the chief LEA administrator (Chancellor or Head of School)
- **Office of Civil Rights (OCR)** - located in the US Department of Education, which monitors the states' MOA programs.
- **Voluntary Compliance Plan (VCP)** - which lists findings documented after an MOA review, and is to include corrective actions to be remedied by the subrecipient and agreed mutually between the OSSE/CTE and the chief LEA administrator
- **MOA State Plan** – a plan that outlines the procedures and processes for the DC methods of administration reviews.

Purpose of MOA Program and OCR's Mission

To ensure students enjoy equal access to CTE programs and activities regardless of race, color, national origin, sex or disability, the US Department's Office of Civil Rights (OCR) mission is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

How the MOA Program Operates



Before the Site Review

OSSE Responsibilities	LEA Responsibilities
Notifies LEA of an on-site review	Coordinates MOA review date and time with school principal
Conducts a desk audit and reviews online documents school/LEA policy and procedure manuals, building floor plans, CTE Admission Requirements and Programs of Study	Helps gather and/or refer sub-recipient website links leading to school policy and procedure manuals, building floor plans, CTE Admission Requirements and Programs of Study

During the Site Review

OSSE Responsibilities	LEA Responsibilities
Conduct staff and student interviews	Coordinates Interview meetings with facility administrators, CTE staff, Section 504 Coordinators, School Counselors and/or College and Career Coordinators, CTE students and Special Education support staff.
Conduct facilities' reviews	School facility manager or building engineer will chaperone OSSE MOA coordinator through the building.
Debrief principal on findings in exit interview	Takes notes on findings from exit interview.

After the Site Review

OSSE Responsibilities	LEA Responsibilities
Drafts and sends LOF and VCP for review and approval	Reads and approves LOF; creates plan and timeline for corrective actions for findings, and signs-off on these plans in the VCP

Sample Review and Monitoring Timeline

Month	Task
July	<ul style="list-style-type: none">• OSSE will inform LEA of an Upcoming MOA Review• OSSE conducts a desk audit using the MOA monitoring tool
August	OSSE meets with LEA to discuss findings from desk audit, and makes plans for MOA Site Visit
September	OSSE conducts site visit
October	<ul style="list-style-type: none">• OSSE prepares and sends the LOF• LEA reviews and approves LOF (seven-day turn-around)• OSSE prepares and sends VCP to LEA
November	LEA completes VCP assignments, signs and returns to OSSE

Group Activity

What's Wrong with This Picture?



“Toilet paper dispensers shall be installed within reach, as shown in [Fig. 29\(b\)](#). Dispensers that control delivery, or that do not permit continuous paper flow, shall not be used. (4.17.3)”

Group Activity – What’s Wrong with This Picture?



§502.6. Identification - Parking space identification signs shall include the International Symbol of Accessibility complying with 703.7.2.1.

Group Activity - Which Ramp is ADA Accessible?



505.1 General. Handrails provided along walking surfaces complying with 403, required at ramps complying with 405, and required at stairs complying with 504 shall comply with 505.

Next Steps – What Can You do Now to Prepare for an MOA Review?

- Make sure the [Continuous Notice of Non-Discrimination](#) is on your LEA's Website
- Make Sure Students and Parents Know Your School's [Grievance Procedures](#)
- Make sure all schools' common entrances and restrooms are in working order and accessible parking lot spaces have the proper signage for disabled parking .
- Check your CAR data and Tableau dashboard to track patterns in equity gaps.

DEAI – What is It?

- **The DC CTE Diversity, Equity, Access and Inclusion (DEAI) resource initiative offers technical assistance strategies to close the equity gaps among special population students in the District who are enrolled in Career Technical Education (CTE) programs of study.**

Guiding Principles:

- The ability to identify, recruit and retain diversity among CTE instructors;
- The ability to improve concentrator rates by proactively encouraging parents and students to offer feedback leading towards effective instructional practices; and
- The ability to effectively provide resources to LEAs that seek to build higher quality programs of study.

DEAI Resources

- The National Alliance for Partners in Equity (NAPE) - provides leadership, technical assistance, and professional development by building educators' capacity to implement effective [solutions](#) for increasing student access, educational equity, and workforce diversity.
- State Board of Education (SBOE) – [Social Studies Standards Guiding Principles](#)
- The National Summit for Educational Equity ([NSEE](#)) in Washington DC, from April 17th-20th
- EdNorthwest's DEAI Professional Development Training Modules

Coming Soon: Data Equity Training Modules

MODULE 1



Adopting an Equity Mindset

Establish a common understanding of what it means to adopt an equity mindset and consider the role of data analysis in promoting diversity, inclusion, equity, and access within CTE programs.

MODULE 2



Analyzing Participation in CTE

Practice analyzing CTE student enrollment data to discover which student populations are participating in your programs and which groups might be missing an opportunity to benefit from CTE.

MODULE 3



Identifying Equity Gaps

Learn how to draft an equity gap statement and conduct a root cause analysis to better understand why concerning trends exist in your student enrollment data.

MODULE 4



Addressing Equity Gaps

Develop SMART goals to address the equity gaps that have been identified within your student enrollment data and identify concrete action steps that can be taken to achieve those goals.



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