

¹School Division Name:

Year:

**Virginia Department of Education
Federal Program Monitoring for Title II, Part A,
Supporting Effective Instruction**

Revised: January 2026

¹ *Preferred evidence to properly document allowability and use of Title II, Part A funds according to the purpose of improving students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

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Area 1: Prior Monitoring Status

1.1 The school division has implemented necessary actions as a result of prior federal program monitoring to ensure compliance with Title II, Part A program requirements.

Guiding Questions

- When did the division last undergo federal monitoring for Title II, Part A?
- Did the division receive any findings? If so, identify the findings.
- Were all action steps from corrective action plans implemented and maintained?

Required Evidence

- Feedback letters
- Corrective action plan (if applicable)
- Documentation supporting implementation and resolution of the corrective action plan (if applicable)

(Note: Supporting evidence may also be provided under corresponding indicator(s) within the rest of the protocol.)

Local Educational Agency (LEA) Response

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Local Educational Agency (LEA) Response (continued)

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State Educational Agency (SEA) Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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Area 2: Teacher Quality

2.1 All teachers in the school division in all content areas are properly licensed and endorsed or the division has made progress in each of the last three years.

Guiding Questions

- What was the percentage of properly licensed and endorsed teachers in your division for each of the last three years?
- Which grades/subject areas have been the most difficult to fill with qualified teachers over the last two to three years?
 - How is the division addressing these issues?
 - Which schools have the greatest challenges?
- What procedures have been developed to ensure qualified teachers have met applicable qualifications?
- How are Title II, Part A, funds used to help ensure all teachers are properly licensed and endorsed?

Required Evidence

- Instructional Personnel and Licensure Report (IPAL) from the last 3 years
- Division data analysis of recruitment efforts, endorsement areas, and professional assignments.
- Statement of effort to fulfill licensure requirements

Acceptable Evidence

- Consolidated application or Title II, Part A Application
- Recruitment documentation
- Cover sheet from licensure for licenses in process, if applicable

Local Educational Agency Response

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Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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2.2 The school division ensures that all teachers hired with Title II, Part A, funds to reduce class size are properly licensed and endorsed at the time of hire.

Guiding Questions

- How many class-size reduction (CSR) teachers are paid with Title II, Part A, funds? Are they properly licensed and endorsed?
- What evidence is available to show that they were properly licensed and endorsed at the time of hire?

Required Evidence

- List of class-size reduction teachers, dates of hire (with Title II, Part A, funds) and qualifications
- Division class-size analysis

Acceptable Evidence

- Instructional Personnel and Licensure Report (IPAL)
- Copy of CSR teachers' licenses or license query printout
- Job description for positions funded with Title II, Part A, funds
- Time and effort documentation

Local Educational Agency Response

School Division Name:

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Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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2.3 The division ensures that students in high-poverty and/or high-minority schools have equitable access to qualified, experienced, and effective teachers.

Guiding Questions

- What are some strategies that are used to promote equitable access to qualified, experienced, and effective teachers? (Check or highlight all that apply and share how the selected strategies are implemented across the division in the LEA response.)
 - Heterogeneous classroom groupings
 - New teachers equitably distributed among buildings and classrooms (identified buildings, classrooms, and students should have an equal or lower percentage of new teachers)
 - High-quality mentoring programs for new teachers
 - Recruitment programs
 - Placement through contractual agreements
 - Incentives for voluntary transfers
 - Professional development focused on equity-related topics (e.g., diversity, poverty, etc.)
 - Other. Describe:

- How are teacher evaluation data analyzed to ensure equitable distribution of effective teachers across the school division?

Required Evidence

- Chart listing all schools by grade span, comparing teacher qualifications, poverty rate, minority status, average years of teaching experience, summative evaluation data (Equitable Distribution of Qualified, Experienced, and Effective Teachers Sample Data Table)
- Summative teacher evaluation data per school
- Division analysis of teacher experience by school

Acceptable Evidence

- Local equity plan
- Examples of professional development activities focused on equity-related topics
- Instructional Personnel and Licensure Report (IPAL)
- Copies of new teacher orientation, induction, and mentoring plans
- Professional development offerings on poverty and/or diversity, etc.

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Local Educational Agency Response

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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2.4 The school division's teacher evaluation system evaluates teachers on the eight performance standards approved by the Virginia Board of Education in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*.

Guiding Questions

- How is the teacher evaluation process implemented by the school division? How are evaluators trained?
- How is each of the performance measures weighted?
- What measures are used in determining teacher performance on Standard 8? (Student Academic Progress.)
- How are teacher evaluation results used to inform professional development and other teacher quality activities within each school and across the division?
- Does the division use Title II, Part A, funding to support teacher evaluation implementation?

Required Evidence

- Blank summative teacher evaluation form
- Division teacher evaluation documentation (e.g., manual)
- Professional development documentation related to teacher evaluation processes
- Summative division-wide evaluation data

Local Educational Agency Response

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Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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2.5 The school division's principal evaluation system evaluates principals on the eight performance standards approved by the Virginia Board of Education in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.

Guiding Questions

- How is the principal evaluation process implemented by the school division? How are evaluators trained?
- How is each of the performance measures weighted?
- How are principal evaluation results used to inform professional development and other principal quality activities?
- Does the division use Title II, Part A, funding to support principal evaluation implementation?

Required Evidence

- Blank summative principal evaluation form
- Division principal evaluation documentation (e.g., manual)
- Professional development documentation planned as a result of principal evaluation data
- Summative division-wide evaluation data

Local Educational Agency Response

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Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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Area 3: Stakeholder Engagement and Needs Assessment

3.1.a The school division consulted with required stakeholders and sought advice through a needs assessment process to plan, develop or improve the division’s activities to meet the purpose of Title II, Part A. (Section 2103(b)(3))

*****Stakeholders included teachers, principals, other school leaders, paraprofessionals, (including organizations representing such individuals), specialized instructional support personnel, private school leaders (in a division that has private schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A.***

Guiding Questions

- What is the process used to consult with required stakeholders to determine annual needs and priorities? Are stakeholders involved in the planning processes on an ongoing basis? Are the planning processes tailored to solicit meaningful input and feedback from all stakeholders?
- Which data are analyzed, and how are the results used to develop program activities?
- How is information collected and disseminated? Are there outreach activities for stakeholder input and feedback?
- How were results from the previous year’s activities and evaluations used to make decisions regarding the current year’s funded programs and activities?
- What evidence can be provided to show progress toward measurable objectives are being achieved through the funded activities?
- In what ways are the chosen programs or activities connected to or in support of division or school improvement plans?
- Do division and/or school improvement plans include teacher quality measures?

Required Evidence

- List of stakeholders
- Evidence of communication/feedback

Acceptable Evidence

- Surveys – staff, parent, student
- Meeting minutes
- Meeting sign-in sheets
- Partnership Memorandum of Understandings
- Advisory Board/Committee meeting notes

School Division Name:

Year:

- Academic Review Reports
- Private school needs analysis documents
- Other:

Local Education Agency Response

School Division Name:

Year:

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

3.1.b The Title II, Part A needs assessment process described how the LEA coordinated the division's professional development plan with strategies, programs, and activities based on the analysis of multiple data sources to identify division needs for improving students' academic achievement according to the purpose of Title II, Part A.

Guiding Questions

- What is the process used to determine annual needs and priorities?
- Which data are analyzed, and how are the results used to develop program activities?
- How did the LEA determine the schools to be served and activities to be funded based on the needs assessment process?
- How were results from the previous year's activities and evaluations used to make decisions regarding the current year's funded programs and activities?
- What evidence can be provided to show progress toward measurable objectives are being achieved through the funded activities?
- In what ways are the chosen programs or activities connected to or in support of division or school improvement plans?
- Do division and/or school improvement plans include teacher quality measures?

Required Evidence

- Needs assessment data and planning documentation
 - Meeting agendas/minutes
 - Student achievement data analysis
 - Professional development evaluation data
 - Instructional Personnel and Licensure Report (IPAL)
 - Teacher/principal evaluation data (summative)
 - Teacher/principal recruitment and retention data
- Division professional development plan

Acceptable Evidence

- Academic Review Reports
- Surveys – staff, parent, student
- Private school needs analysis documents
- Other:

School Division Name:

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Local Educational Agency Response

Below This Line for VDOE Use Only

State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

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3.2 Activities outlined in the Title II, Part A, plan support one or more of the allowable uses under Title II, Part A, guidelines, and are aligned to support implementation of challenging State standards. (See ESEA Section 2103(b) (3) (A-P) for a full description of each allowable activity and Section 2103(b)(2)(A)).

Guiding Questions

- How is the division implementing each activity?
- How do activities in the Title II, Part A, plan align with professional teaching and performance standards and Virginia Standards of Learning?
- How are activities funded from Title II, Part A expected to increase student achievement?

Required Evidence

- Documentation of evidence-based, research reports/studies aligned to Title II, Part A professional development activities
- Implementation reports/impact reports for funded activities for the past two years?
- *Class-size data (*if Title II, Part A, funds are used for CSR efforts*), *if applicable*
- Professional Development activities aligned to standards

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application
- Teacher/principal evaluation data, aligned to professional standards
- Meeting minutes/agendas

Local Educational Agency Response

School Division Name:

Year:

| Allowable Activity | Describe how the division implemented this activity | Describe how the activity supports the implementation of challenging state academic standards. | Current Implementation Status |
|---|--|---|--|
| Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |
| Recruiting, hiring, and retaining effective teachers (including initiatives like early hiring, differential pay, mentoring, etc.) | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |
| Reducing class size to an evidence-based level | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |

School Division Name:

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| Allowable Activity | Describe how the division implemented this activity | Describe how the activity supports the implementation of challenging state academic standards. | Current Implementation Status |
|---|--|---|--|
| Providing high-quality, personalized professional development | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |
| Increasing ability to teach children with disabilities and English learners | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |
| In-service training for trauma and mental health referrals | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |

School Division Name:

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| Allowable Activity | Describe how the division implemented this activity | Describe how the activity supports the implementation of challenging state academic standards. | Current Implementation Status |
|--|--|---|--|
| Training for the identification and support of gifted students | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |
| Supporting effective school library programs | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |
| Training on preventing and recognizing child sexual abuse | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |

School Division Name:

Year:

| Allowable Activity | Describe how the division implemented this activity | Describe how the activity supports the implementation of challenging state academic standards. | Current Implementation Status |
|--|--|---|--|
| Professional development for STEM and computer science | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |
| Feedback mechanisms to improve school working conditions | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |
| PD on integrating academic content, CTE, and work-based learning | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |

School Division Name:

Year:

| Allowable Activity | Describe how the division implemented this activity | Describe how the activity supports the implementation of challenging state academic standards. | Current Implementation Status |
|--|--|---|--|
| Other (describe and justify alignment with Title II, Part A purpose) | | | <input type="checkbox"/> Not Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Fully Implemented |

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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3.3 The division describes the process for selecting evidence-based activities.

Guiding Questions

- What is the plan or process used to identify potential evidence-based for Title II, Part A, funded activities? *(Please focus on Title II-funded professional development activities and class-size reduction efforts.)*
- What research or evidence base has been used to develop activities funded by Title II, Part A? *(Please provide a citation)*
- How do the activities, strategies, supports, or programs used meet the criteria for strong, moderate, or promising evidence based on well-designed and well implemented studies or how does evidence demonstrate a rationale based on high quality research findings or positive evaluation?

Required Evidence

- Documentation of evidence-based, research reports/studies aligned to Title II, Part A professional development activities
- *Class-size data *(if Title II, Part A, funds are used for CSR efforts), if applicable*

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application
- Meeting minutes/agendas
-

Local Educational Agency Response

School Division Name:

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Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

3.4 The Title II, Part A, plan describes the school division’s system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Guiding Questions

- How does the school division support teachers, principals, and other school leaders through its induction program?
- What opportunities for growth and school leadership are provided for teachers, principals, and other school leaders?

Required Evidence

- Educator Induction Plans
- School leadership planning documentation
- Program evaluation reports

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application
- Lead teacher job descriptions or related teacher leadership positions
- Surveys – staff, parent, student

Local Educational Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

3.5 Services provided by Title II, Part A, funds are prioritized to schools that are implementing comprehensive and targeted support and improvement activities under section [1111\(d\)](#) and/or have the highest percentage of children counted under section 1124(c).

Guiding Questions

- Provide a list of schools identified for targeted or comprehensive support, if applicable.
- How are funds prioritized to support teacher and principal quality in high-needs schools?
- How did the LEA determine the schools to be served and activities to be funded from the needs assessment process?
- What criteria are used to determine areas of highest need?
**Student achievement and growth data, appropriate certification/endorsements, attendance, teacher turnover, and hard-to-staff positions.*

Required Evidence

- List of schools identified for comprehensive and targeted support or with the highest percentage of student need
- Analysis of student achievement results
- Needs assessment data and planning documentation
 - Criteria used to determine areas of highest need
 - Documented procedure

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application
- Class-size reports by school
- Spending reports by school
- Academic Reviews

Local Educational Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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3.6 The school division coordinates services provided by Title II, Part A, funds with other federal, state, and local funding sources.

Guiding Question

- What additional funding sources are targeted to support educator quality efforts, besides Title II, Part A?
- How are partnerships to support educator quality efforts established and maintained?

Required Evidence

- Division professional development plan
- List of activities that support Title II, Part A goals that are funded from other sources

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application
- List of professional development partnerships (e.g., universities, foundations, businesses, grants, etc.)

Local Educational Agency Response

School Division Name:

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Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

3.7 The Title II, Part A, plan describes how the school division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds.

Guiding Questions

- Which data sources are collected and analyzed to update and improve activities funded through Title II, Part A?
- How are data tracked to determine progress or impact of funded activities?
- Who is involved in consultation discussions?
- Have any program modifications been made as a result of ongoing consultation?

Required Evidence

- Program evaluation data
- School improvement/data meeting minutes as related to Title II, Part A purposes

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application
- Implementation plans
- Consultation meeting agendas
- Needs assessment data and planning documentation

Local Educational Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

3.8 The division has made progress on measurable objectives included in the Title II, Part A, plan.

Guiding Questions

- Has the school division met or made progress for each Title II, Part A, objective included in applications over the last 2 years? How is progress measured?
- Which objective(s) have resulted in the most success? Will the activities continue to be funded? If so, will any changes be made to ensure continued progress?
- Which objective(s) have been the most challenging to meet? Will the activities continue to be funded? If so, what additional steps will be taken to make improvements for the next year?
- What evidence can be provided to show that progress toward measurable objectives are being achieved through the funded activities?

Required Evidence

- Measurable objective evaluation results over the last two grant years, including achieved and unmet goals. May include charts or side-by-side comparisons to illustrate outcomes.

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application
- Needs assessment data and planning documentation
- Implementation plans
- Program data

Local Educational Agency Response

School Division Name:

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Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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3.9 The division describes how it will use funds to address the learning needs of all students, including students with disabilities, English learners, and gifted students.

Guiding Questions

- How are activities funded with the Title II, Part A, funds used to address the needs of students with disabilities?
- How are funds used to address the needs of English Learners?
- How are funds used to address the needs of gifted learners?

Required Evidence

- Program evaluation results
- List of funded activities

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application
- Program implementation plans

Local Educational Agency Response

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School Division Name:

Year:

Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

Area 4: Fiscal Requirements

4.1 The school division complies with the maintenance of effort provisions of Title II Part A.

Guiding Question

- Has the division maintained per-pupil spending from state and local sources for the past two years?

Required Evidence

- Local, State, and Federal per pupil spending for the past two years

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application
- Waivers

Local Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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4.2 The school division complies with the supplement, not supplant provision of the Title II, Part A, program.

Guiding Questions

- Were any of the activities currently funded from Title II, Part A, funded from a different source in the last three years? If so, to what degree?
- How are financial reports maintained to ensure supplemental use of funds?
- Would the funded activities, services, staff, etc., be funded in the absence of Title II, Part A? If so, how?
- If funds are used for class-size reduction, how does the division ensure that class size ratios required under the Standards of Quality are met prior to the use of Title II, Part A, funds?
- What professional development activities are funded from state and local funds? How does the division ensure that Title II, Part A funds supplement the state- or locally-funded professional development activities?

Required Evidence

- Professional development budget for two years, from all funding sources
- For non-CSR positions funded through Title II, Part A:
 - Job descriptions and responsibilities

Acceptable Evidence

- Class-size analyses (if funds are used for class-size reduction)
- For non-CSR positions funded through Title II, Part A:
 - Schedules/ calendars of activities or services provided by Title II, Part A-funded personnel
 - Time and effort documentation

Local Educational Agency Response

School Division Name:

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Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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4.3 The school division ensures that funds expended correlate to activities outlined in the Title II, Part A, plan submitted to the Virginia Department of Education for reimbursement.

Guiding Question

- What processes are used to ensure that reimbursements submitted in OMEGA correlate to the application on file?
- Do fiscal staff responsible for submitting reimbursements have access to program applications in OMEGA?
- How is collaboration assured between Title II, Part A program staff and fiscal staff within the school division?

Required Evidence

- Provide documentation of reimbursements corresponding with each allowable activity outlined in the Title II plan.

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application

Local Educational Agency Response

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Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

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4.4 The school division submits applications, revisions, and amendments in a timely manner to ensure appropriate implementation of the Title II, Part A, program, and timely spend-down of funds.

Guiding Question

- What is the timeline and process used by the school division to submit applications, revisions, and amendments?

Required Evidence

- Signed cover page of the application for past two years
- OMEGA reports

Acceptable Evidence

- Consolidated or Individual Title II, Part A, application

Local Educational Agency Response

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Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

4.5 The school division encumbers and draws down funds in a timely manner.

Guiding Questions

- How does the school division ensure a timely drawdown of funds?
- What is the process and timeline used by the school division for encumbering and claiming funds?
- What timeline is used for submitting reimbursements?
- Were all funds claimed for the 2023-2024 award? If not, why? If all funds were claimed, what was the date of the final reimbursement?
- Have all funds been claimed for the 2024-2025 award? If not, what is the expected timeline to ensure all funds are encumbered and claimed?
- What percentage of funds have been claimed for the 2025-2026 award?

Required Evidence

- OMEGA Spend-down Calendar Report
- Accounting records

Acceptable Evidence

Local Educational Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

Below This Line for VDOE Use Only

State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

4.6 The school division adheres to the proper accounting of time for staff paid through Title II, Part A.

Guiding Questions

- Does the division require semi-annual certifications of time/effort for all personnel funded fully or in part through Title II, Part A?
- Who maintains time/effort certifications?

Required Evidence

- List of all Title II, Part A, funded positions
- Certification of pay
- Time and effort documentation
- Policy manuals with time accounting processes outlined

Local Educational Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

Area 5: Private School Participation

5.1 The school division complies with the provisions of Title II, Part A, regarding timely and meaningful consultation with private schools.

Guiding Questions

- What is the process used to contact and consult with private schools in the division’s geographic area?
- How are meaningful consultation meetings conducted?
- What information is shared during consultation meetings?

Required Evidence

- Letter(s)/emails of notification of planning meetings
- Intent to Participate Survey
- Private school needs assessments
- Affirmation of Consultation

Acceptable Evidence

- Attendance list from virtual/in person consultation meeting
- Sign-on/sign-off sheet from each private school within division boundaries
- Meeting agendas/minutes
- List of private schools within geographic boundaries

Local Educational Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

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State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

5.2 The school division provides evidence that private school personnel were provided with an opportunity to participate in identification of professional development activities to address their needs (prior to the time the application was submitted.)

Guiding Questions

- How does the school division work with the private schools to determine professional development needs?
- When does the planning process begin?
- What is the process for planning and arranging services on behalf of private schools?

Required Evidence

- Letter(s) of notification of planning meetings
- Private school needs assessments
- Affirmation of Consultation
- Agreement of Services Action Plan

Acceptable Evidence

- Sign-on/sign-off sheet from each private school within division boundaries
- Letter(s), e-mails, or records of phone calls to private school officials
- Meeting agendas/minutes
- Equitable Services timeline of planned activities on behalf of private schools

Local Educational Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

Below This Line for VDOE Use Only

State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

5.3 The school division provides services to private schools in an equitable manner based on the needs of the participating private school.

Guiding Questions

- How are the needs of private school educators communicated to the public school division?
- What process is used by the school division to ensure that equitable services are provided according to the stated needs of the private school?
- What types of activities have private school teachers/principals participated in from Title II, Part A, funds?
- What is the timeline for the provision of services?
- What feedback is sought from private schools to ascertain the effectiveness of activities?

Required Evidence

- Payments to service providers or reimbursements to individual teachers
- OMEGA reimbursements for private school activities
- Agreement of Services Action Plan
- Feedback from private schools regarding effectiveness of funded activities (i.e., written statements, surveys, etc.)

Acceptable Evidence

- Consolidated or individual application
- Rosters from professional development activities, including private school participants
- Equitable Services timeline of planned activities on behalf of private schools

Local Educational Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

Below This Line for VDOE Use Only

State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

5.4 The school division obligates and administers funds properly on behalf of private schools during the fiscal year the funds were received.

Guiding Questions

- What is the process and timeline used to notify private schools of the value of services available to them?
- What is the process used by private schools to request services?
- What is the process used by the school division for procurement of services on behalf of private schools?
- Was the full value of services provided to each participating private school from funds set-aside during monitoring cycle?
What percentage of funds set-aside for private schools from monitoring award cycle has been encumbered/provided?

Required Evidence

- Communications outlining timelines and value of services
- OMEGA reimbursements for private school activities
- Copies of purchase orders or service agreements for private school services

Acceptable Evidence

- Consolidated or individual application
- Payments to service providers or reimbursements to individual teachers

Local Educational Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

Below This Line for VDOE Use Only

State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA

School Division Name:

Year:

5.5 The school division retains control of and includes an inventory of fixed assets for any equipment purchased with Title II, Part A, funds on behalf of private schools.

Guiding Questions

- What is the process used for procurement of materials/equipment purchased on behalf of private schools and the maintenance of title of materials to be used by the private school with Title II, Part A, funds?
- How does the school division ensure equipment is used solely for professional development activities?

Required Evidence

- Inventory of equipment/assets provided to private schools (should be maintained on the school division's inventory.)

Acceptable Evidence

Local Educational Agency Response

School Division Name:

Year:

Local Educational Agency Response (continued)

Below This Line for VDOE Use Only

State Educational Agency Response

Sufficient Documentation

Yes No NA

Additional Evidence Needed

Yes No NA