School Division Name : Click or tap here to enter text.

Year: Click or tap here to enter text.

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

Revised: December 2020 1

## Area 1: Prior Monitoring Status

### 1.1: The school division has implemented necessary actions as a result of prior federal program monitoring for Title II, Part A.

#### 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?

##### Acceptable Evidence

* Feedback letters
* Corrective action plan

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

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

## 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?:
  + 2018-2019:
  + 2019-2020:
  + 2020-2021
* 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?
* How are Title II, Part A, funds used to help ensure all teachers are properly licensed and endorsed?

##### Acceptable Evidence

* Instructional Personnel and Licensure Report (IPAL)
* Consolidated application or Title II, Part A Application
* Recruitment documentation

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 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?

##### Acceptable Evidence

* List of class-size reduction teachers, dates of hire (with Title II, Part A, funds) and qualifications
* Instructional Personnel and Licensure Report (IPAL)
* Copy of CSR teachers’ licenses or license querry printout.

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 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.)

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?

##### Acceptable Evidence

* List of all schools, by grade span, comparing teacher qualifications, poverty rate, minority status, and average years of teacher experience.
* Local equity plan
* Examples of professional development activities focused on equity-related topics
* Instructional Personnel and Licensure Report (IPAL)
* Division analysis of teacher experience by school
* Summative teacher evaluation data per school
* Copies of new teacher orientation, induction, and mentoring plans
* Professional development offerings on poverty and/or diversity, etc.

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 2.4 The school division’s teacher evaluation system evaluates teachers on the seven 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 7? (Student 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?

##### Acceptable Evidence

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

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 2.5 The school division’s principal evaluation system evaluates principals on the seven 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?

##### Acceptable Evidence

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

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

## Area 3: Consultation and Professional Development Plan

### 3.1 The school division consulted with stakeholders and sought advice regarding how best to improve the division’s activities to meet the purpose of Title II, Part A. (Stakeholders included teachers, principals, other school leaders, paraprofessionals, (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a division that has charter 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 stakeholders to determine annual needs and priorities?
* Which data are analyzed, and how are the results used to develop program activities?
* How is information collected and disseminated?
* How were results from the previous year’s activities and evaluations used to make decisions regarding the current year’s funded programs and 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?
* How were priorities determined and aligned with activities outlined in the plan?

##### Acceptable Evidence

* List of stakeholders
* Meeting agendas/minutes
* Student achievement data
* Teacher and division surveys
* Professional development evaluation data
* Instructional Personnel and Licensure Report (IPAL)
* Teacher/principal evaluation data (summative)
* Teacher/principal recruitment and retention data
* Academic Review Reports
* Parent surveys
* Private school needs analysis documents
* Other:

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 3.2 Activities in the plan are aligned with challenging State standards.

#### Guiding Questions

* How do activities in the Title II, Part A, plan align with professional teaching and performance standards and Virginia Standards of Learning?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* Teacher/principal evaluation data, aligned to professional standards
* Professional Development activities, aligned to standards

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 3.3 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?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* Educator Induction Plans
* Lead teacher job descriptions or related teacher leadership positions
* School leadership planning documents

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 3.4 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?
* What criteria are used to determine areas of highest need?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* List of schools identified for comprehensive or targeted support
* Class-size reports by school
* Spending reports by school
* Student achievement results
* Academic Reviews
* Criteria used to determine areas of highest need

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

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

#### Guiding Question

* What 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?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* List of activies that support Title II, Part A goals that are funded from other sources
* List of professional development partnerships (e.g., universities, foundations, businesses, grants, etc.)

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 3.6 The division describes the process for selecting activities that are evidence-based.

#### Guiding Questions

* What is the plan or process used to identify potential evidence-based 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?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* Meeting minutes/agendas
* Research reports/studies aligned to planned activities
* Implementation reports/impact reports for funded activities
* List of Title II, Part A, funded professional development activities, aligned with evidence base.
* Class-size data *(if Title II, Part A, funds are used for CSR efforts)*

###### Local Agency Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 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?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* Program evaluation data
* Implementation plans
* Consultation meeting agendas
* School improvement/data meeting minutes as related to Title II, Part A purposes

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 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 2-3 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?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* Implementation plans
* Program data
* Evaluation Results

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 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?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* Implementation plans
* Evaluation Results
* List of funded activities

###### Local Agency Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes  No  NA

## Area 4: Allowable Uses of Funds

### 4.1 Activities outlined in the Title II, Part A, plan support one or more of the allowable uses under Title II, Part A, guidelines. *(See ESEA Section 2103(b) (3) (A-P) for full description of each allowable activity.)*

* Check all that apply:

Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that-

1. Is based in part of evidence of student achievement, which may include student growth; and
2. Shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;

Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide –

1. Expert help in screening candidates and enabling early hiring;
2. Differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
3. Teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
4. New teacher, principal, or other school leader induction and mentoring programs that are designed to-
   1. Improve classroom instruction and student learning and achievement; and
   2. Increase the retention of effective teachers, principals, or other school leaders;
5. The development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and
6. A system for auditing the quality of evaluation and support systems;

Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders:

Reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers:

Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to-

1. effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
2. use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under Section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”)(20 U.S.C. 1232g) and State and local policies and laws in the use of such data;
3. effectively engage parents, families, and community partners, and coordinate services between school and community;
4. help all students develop the skills essential for learning readiness and academic success;
5. develop policy with school, local educational agency, community, or State leaders; and
6. participate in opportunities for experiential learning through observation;

Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;

Providing programs and activities to increase:

1. the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
2. the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;

Providing training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and

implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;

Carrying out in-service training for school personnel in-

1. the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
2. the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
3. forming partnerships between school-based mental health programs and public or private mental health organizations; and
4. addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;

Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as...

1. early entrance to kindergarten;
2. enrichment, acceleration, and curriculum compacting activities; and
3. dual or concurrent enrollment programs in secondary school and postsecondary education.

Supporting the instructional services provided by effective school library programs;

Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;

Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;

Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback

Providing high quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce;

Other: Carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. DESCRIBE:

#### Guiding Questions

* If “Other” was selected as a funded activity in the list above, describe each activity and how they meet the purpose of the Title II, Part A, program.

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* Implementation plans
* Evaluation Results

###### Local Agency Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes  No  NA

## Area 5: Fiscal Requirements

### 5.1 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?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* Superintendent’s Annual Report
* Waivers

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 5.2 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?

##### Acceptable Evidence

* Professional development budget for two years, from all funding sources
* Class-size analyses (if funds are used for class-size reduction)
* For non-CSR positions funded through Title II, Part A:
  + Job descriptions and responsibilities
  + Schedules/ calendars of activities or services provided by Title II, Part A-funded personnel

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 5.3 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?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* Reimbursements

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 5.4 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?

##### Acceptable Evidence

* Consolidated or Individual Title II, Part A, application
* Signed cover page of application
* OMEGA reports

###### Local Agency Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 5.5 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 2017-2018 award? If not, why? If all funds were claimed, what was the date of the final reimbursement?
* Have all funds been claimed for the 2018-2019 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 2019-2020 award?

##### Acceptable Evidence

* OMEGA Spend-down Calendar Report
* Accounting records

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 5.6 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?

##### Acceptable Evidence

* Certification of pay
* List of all Title II, Part A, funded positions
* Policy manuals with time accounting processes outlined

###### Local Agency Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes  No  NA

## Area 6: Private School Participation

### 6.1 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?

##### Acceptable Evidence

* Letter(s)/emails of notification of planning meetings
* Attendance list from virtual consultation meeting
* Sign-on/sign-off sheet from each private school within division boundaries
* Intent to Participate Survey
* Meeting agendas/minutes
* Private school needs assessments
* Affirmation of Consultation
* List of private schools within geographic boundaries

###### Local Agency Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 6.2 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?

##### Acceptable Evidence

* Letter(s) of notification of planning meetings
* 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
* Private school needs assessments
* Affirmation of Consultation
* Equitable Services timeline of planned activities on behalf of private schools
* Agreement of Services Action Plan

###### Local Agency Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 6.3 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 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 effectiveness of activities?

##### Acceptable Evidence

* Consolidated or individual application
* Payments to service providers or reimbursements to individual teachers
* OMEGA reimbursements for private school activities
* Rosters from professional development activities including private school participants
* Equitable Services timeline of planned activities on behalf of private schools
* Agreement of Services Action Plan
* Feedback from private schools regarding effectiveness of funded activities (i.e., written statements, surveys, etc.)

###### Local Agency Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 6.4 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 2017-2018 funds? What percentage of funds set-aside for private schools from the 2018-2019 award has been encumbered/provided?

##### Acceptable Evidence

* Consolidated or individual application
* Communications outlining timelines and value of services
* Payments to service providers or reimbursements to individual teachers
* OMEGA reimbursements for private school activities
* Copies of purchase orders or service agreements for private school services

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA

### 6.5 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?

##### Acceptable Evidence

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

###### Local Agency Response

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###### Sufficient Documentation

Yes  No  NA