# Virginia Department of EducationFederal Program Monitoring for Title I, Part A, Improving Basic Programs

# Operated by Local Educational Agencies

## Review of Previous Monitoring

## 1.0: The SEA conducts monitoring of its subgrantees sufficient to ensure compliance with Title I, Part A, program requirements. [Section 1003 of ESEA and 200.328 of EDGAR]

### Guiding Question

### 1.0 a. Has the school division implemented necessary actions as a result of prior federal program monitoring for Title I, Part A?

#### Acceptable Evidence

* Findings letter **and**
* Corrective action plan **and**
* Documentation that the corrective action plan was implemented until the finding was resolved.

**Interview Questions**

##### When did the division last undergo federal monitoring for Title I, Part A?

##### Did the division receive any findings? If so, identify the findings.

##### Were all action steps from corrective action plans implemented and maintained?

###### Local Educational Agency Response

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###### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## Accountability and Assessment

## 1.1: The SEA has ensured that LEAs have published school report cards as required. [§1111]

### Guiding Question

### 1.1 a. Do the annual LEA school quality profiles contain all of the required information for the LEA and each school served, as follows:

* information, in the aggregate, on student achievement at each proficiency level on the state academic assessments disaggregated by race, ethnicity, gender, disability status, and migrant status; English proficiency and status as economically- disadvantaged (where the minimum “n” has been met);
* information on how students served by the LEA achieved on the statewide academic achievement assessment compared to students in the state as a whole;
* the percentage of students not tested, disaggregated by the same categories noted above by subject;
* the most recent two-year trend in student achievement in each subject at each grade level for grades in which assessment is required;
* graduation rates that are consistent with USED-approved state definitions;
* the professional qualifications of teachers in the LEA, including percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes not taught by teachers who meet state certification and licensure requirements, in the aggregate and disaggregated by high-poverty compared to low-poverty schools;
* the number of recently arrived EL students who are not assessed on the state’s reading/language arts test; and
* state data from the National Assessment of Educational Progress (NAEP)?

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#### State Educational Agency Response

The SEA provides LEA and school quality profiles via the SEA Web site.  The SEA – generated school quality profiles contain all the data required under Section 1111.

#### Sufficient Documentation

Yes [x]  No [ ]  NA [ ]

### Guiding Question

### 1.1 b. Within each LEA, do individual school quality profiles include all of the preceding plus:

* whether the school has been identified for school improvement; and
* information that shows how the school’s student achievement on the statewide academic assessments and other indicators of federal requirements compared to students in the LEA and the state?

#### State Educational Agency Response

The SEA provides LEA and school quality profiles via the SEA Web site. The SEA – generated school quality profiles contain all the data required under Section 1111.

#### Sufficient Documentation

Yes [x]  No [ ]  NA [ ]

### Guiding Question

### 1.1 c. Has the LEA publicly disseminated the information contained in the annual LEA School Quality Profiles to all schools in the LEA and to all parents of children attending the LEA’s schools in a form and to the extent practicable in a language the parents can understand?

### Acceptable Evidence

* School/LEA website(s) (Please provide direct links to the specific school profile(s)) **or**
* Evidence of distribution via U.S. mail or electronic distribution **or**
* School handbook

#### Interview Question

Describe how the LEA publicly disseminated the information contained in the annual LEA School Quality Profile to all schools in the LEA and to all parents of children attending the LEA’s schools in a form and to the extent practicable in a language the parents can understand.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 1.1 d. Has the LEA provided, to the parent or guardian of each child attending any school, information on the level of achievement of the child in each of the state academic assessments?

#### Acceptable Evidence

#### Evidence of notification to parents (to the extent practicable in a language the parents can understand) about their child's Standards of Learning results and

* Evidence that it was disseminated to parents

#### Interview Question

What was the procedure used to provide the parent/guardian of each child attending any school information on the level of achievement of the child on each of the state academic assessments?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## 2.0: The SEA has developed procedures to ensure qualified teachers and paraprofessionals have met applicable qualifications.  [§1112; 2 CFR Part 200.328]

### Guiding Question

### 2.0 a. Has the LEA ensured that all teachers working in a Title I program meet applicable state certification and licensure requirements?

#### Acceptable Evidence

* + Instructional Personnel and Licensure Report (IPAL) **and**
	+ Cover sheet from licensure for licenses in process, if applicable

#### Interview Questions

* Have teachers, including virtual teachers, met state qualification and licensing criteria for the grade levels and subject areas in which they provide instruction?
* 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?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 2.0 b. Has the division ensured that Title I instructional paraprofessionals meet qualification requirements?

#### Acceptable Evidence

* [List of Title I instructional paraprofessionals and their qualifications](https://virtualvirginia.instructure.com/courses/14760/files/70457336?wrap=1) **or**
* Documentation of qualifications
* Documentation that indicates that at the beginning of the current school year, paraprofessionals meet qualification requirements

#### Interview Questions

* Does the school division have documentation to show that all instructional paraprofessionals in schoolwide Title I schools meet the requirements established in ESEA, as amended?
* Does the division have documentation to show that all Title I-funded paraprofessionals in targeted assistance schools meet the requirements established in ESEA, as amended?
* Does the number on the list of paraprofessionals match the number of paraprofessionals listed in the application?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## Parent and Family Engagement

## 2.1: The SEA ensures that LEAs and schools meet parent and family engagement and parent notification requirements.

##  [§§1111-1112; and §§1114 -1117; 2 CFR Part 200.328]

### Guiding Question

### 2.1 a. Has the LEA informed and involved parents in the development and review of the following:

### The LEA’s Title I application;

* The [LEA’s Parent and Family Engagement Policy](https://www.doe.virginia.gov/home/showpublisheddocument/32445/638047209160370000); and
* Division level family engagement activities?

#### Acceptable Evidence

* + Summary of data analyzed regarding the effectiveness of policies and practices (e.g., LEA parent surveys; parent feedback from LEA parent meetings, workshops, conferences, and LEA advisory groups); **and**
	+ Record of parent comments/input about use of funds for parent and family engagement; **and**
	+ LEA parent and family engagement policy (provided in a language that parents can understand); **and**
	+ Documentation of names of attendees or number of people participating in the meeting (e.g. sign-in sheets, meeting notes, etc.)

#### Interview Questions

##### How were parents involved in informing the use of Title I, Part A, funds for parent and family engagement?

##### How were parents involved in reviewing and revising the LEA parent and family engagement policy?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### 2.1 b. Have all Title I schools informed and involved parents in the development and review of the following:

### The school improvement plan(s) and/or [schoolwide plan](https://www.doe.virginia.gov/home/showpublisheddocument/32425/638047209063600000)(s), if applicable;

* [School-level parent and family engagement policies](https://www.doe.virginia.gov/home/showpublisheddocument/32449/638047209183800000); and
* School-level family engagement activities?

#### Acceptable Evidence

* Summary of data analyzed regarding the effectiveness of policies and practices (e.g., school-level parent surveys; parent feedback from school-level parent meetings, workshops, conferences, and school-level advisory groups); **and**
* Record of parent comments/input about use of funds for parent and family engagement; **and**
* Schoolwide plans; **and**
* School-level parent and family engagement policies (written in a language parents can understand); **and**
* Documentation of stakeholder input in the schoolwide plan and the school-level parent and family engagement policy which should include documentation of names, and roles of attendees, and/or number of people participating in the meeting(s) (e.g., Sign-in sheets, meeting notes, etc.)
* Electronic feedback (e.g., spreadsheets, surveys, emails, etc.)

#### Interview Questions

* Does each school have a written parent and family engagement policy?
* How have parents been involved in the development of their school’s Title I parent and family engagement policy?

### How have parents been involved in the development and review of their school’s improvement plan and/or schoolwide plan, if applicable?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

**Guiding Question**

**2.1 c. Do all Title I schools convene an annual meeting to inform parents about the Title I program and to explain their right to be involved?**

#### Acceptable Evidence

* Record that all Title I schools conducted an annual parent meeting (e.g. meeting notices, copy of agenda, minutes, etc.), **and**
* Evidence that the meeting informed parents about the Title I program and explained their right to be involved, (e.g., brochure, presentation, agenda, etc.) **and**
* Documentation of names of attendees or number of people participating in the meeting (e.g. sign-in sheets, meeting notes etc.),
* Electronic feedback (e.g., spreadsheets, surveys, emails etc.)

#### Interview Questions

* Describe how the annual meeting was conducted this year, virtual or face-to-face?
* What information is given during the annual meeting?
* Are schools aware that they may provide transportation, child care, or home visits, as such services relate to parent and family engagement?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 2.1 d. How and when does the LEA/school notify parents they have the right to request information about teacher and paraprofessional qualifications, and to the extent practicable, was this information provided in a language the parents can understand?

#### Acceptable Evidence

* [Right-To-Know Letter](https://www.doe.virginia.gov/home/showpublisheddocument/32447/638047209172870000), **and**
* Evidence that the Right-To-Know letter was disseminated to parents, with the specific date it was disseminated

#### Interview Question

* Were parents notified that they could request information about teacher and paraprofessional qualifications?
* How were parents notified?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 2.1 e. Does the LEA/school inform parents that their child has been assigned, or has been taught for four or more consecutive weeks by any teacher who is not properly licensed and endorsed, and to the extent practicable, was this information provided in a language the parents can understand?

#### Acceptable Evidence

* [4-weeks letter](https://www.doe.virginia.gov/home/showpublisheddocument/32616/638047217593230000) informing parents that their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not properly licensed and endorsed, including evidence of dissemination via U.S. mail or electronic distribution, with the specific date it was disseminated; **and**
* List of teachers who taught for four or more consecutive weeks, not properly licensed and endorsed and a dated copy of the four weeks letter

#### Interview Question

* Were parents notified that their child had been taught for four or more consecutive weeks by a teacher who is not properly licensed and endorsed? If yes, when and how were they notified?
* Were notices sent for every teacher that is not properly licensed and endorsed, including long term substitutes, teachers of record, and teachers teaching outside of their certification? This includes any personnel requiring a license in a schoolwide school such as a PE teacher, music teacher, ESOL teacher, or a librarian?
* Were parents notified if their child’s virtual teacher was not properly licensed or endorsed for the grade they taught? If yes, when and how were they notified?
* Evidence that the notification was disseminated to parents

#####  Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 2.1 f. How does the LEA ensure compliance with parental notification requirements, to the extent practicable in a language the parents can understand, regarding initial and continuing placement of ELs in language instruction educational programs including:

* The reasons for identifying the child as an English learner (EL) and the need to place the child in a language instruction educational program.
* The child’s level of English proficiency, how the level was assessed, and the status of the child’s academic achievement.
* The method of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ in content, instruction goals, and the use of English in instruction.
* How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child.
* How the program will specifically help their child learn English and meet age appropriate academic standards for grade promotion and graduation.
* The specific exit requirements for the program, including the expected rate of transition from the program into classrooms that are not tailored for ELs, and the expected rate of graduation from high schools (including the four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under Title I or Title III are used for students in high schools.
* In the case of a child with a disability, how the program meets the objectives of the student’s individualized education program as described in section 614(d) of the Individuals with Disabilities Act (20 U.S.C.1414(d)); and S.1177-58

#### Written guidance regarding parental rights to include:

#### detailing the right that parents have to have their child immediately removed from the program upon parental request;

#### detailing the right that parents have to decline to enroll the child in the program and/or choose another program or method of instruction, if available; and

#### assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered?

#### Acceptable Evidence

* Completed LEA [EL Parental Notification Letters](https://www.doe.virginia.gov/home/showpublisheddocument/32433/638047209097830000) with signatures containing all required components **and**
* Evidence that the information was disseminated to parents within 30 days of the start of the school year or within two weeks if a student enrolls after the beginning of the school year via U.S. mail, electronic distribution, mail merge, call log, check list, etc., with the specific date it was disseminated

#### Interview Question

* How was the letter delivered to the parents?
* Does the letter contain all of the required components?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

**2.1 g. Does the LEA implement an effective means of outreach to parents of English learners, in a language the parents can understand, to inform them regarding how they can—**

* be involved in the education of their children; and
* be active participants in assisting their children to—
	+ attain English proficiency;
	+ achieve at high levels within a well rounded education; and
	+ meet the challenging State academic standards expected of all students?

#### Acceptable Evidence

* Evidence of written and/or verbal communication with parents of English Learners, **and**
* Meeting agendas, **or**
* Meeting notes, **or**
* Meeting PowerPoint/presentation, **or**
* Video presentation, **or**
* Documentation of names of attendees or number of people participating in the meeting (i.e.sign-in sheets, meeting notes etc.), **or**
* Electronic feedback specifically from parents of English Learners (e.g. Google Docs, surveys, emails etc.)

#### Interview Question

Describe the methods the LEA implements in order to effectively reach parents of English Learners.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

**2.1 h. Does the LEA hold, and send notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A, or Title III, Part A?**

#### Acceptable Evidence

* Evidence of written and/or verbal communication with parents **or**
* Fliers, email notifications, website notifications of meeting dates and times **or**
* Survey results that contain information regarding notifications being sent and meetings being held **and**
* Evidence that meetings that were held allowed parents the opportunity to provide recommendations
* Evidence such as materials purchased, activities planned, and/or an amended application as a result of the recommendation

#### Interview Questions

* Explain how the LEA holds and sends notice of opportunities for meetings with parents.
* Does each school offer a flexible number of meetings in the morning or evening?
* How does the LEA respond to, and implement recommendations from parents?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 2.1 i. Does the LEA notify parents, upon request, in a timely manner, and to the extent practicable in a language the parents can understand, of any state or LEA policy regarding student participation in any state or LEA assessments?

#### Acceptable Evidence

* [Assessment Policy Notification](https://www.doe.virginia.gov/home/showpublisheddocument/32441/638047209140470000) **and**
* Evidence that it was disseminated to parents

#### Interview Questions

* Does the notification letter inform parents that they may request information regarding any state or LEA policy which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## Service Delivery Model

## 2.2: The SEA ensures that LEAs and schools develop schoolwide programs that use the flexibility provided to them by the statute to improve the academic achievement of all students in the school. [§1114, 34 CFR Part 200, §200.25–200.28]

### Guiding Question

### 2.2 a. Does the LEA and its schools use student achievement and other school-level data to make decisions about the implementation of the schoolwide plan, including decisions about instructional changes, professional development, and the consolidation and use of Title I funds with other federal, state, and local funds to support the schoolwide program plan?

#### Acceptable Evidence

* Updated copies of [schoolwide plans](https://www.doe.virginia.gov/home/showpublisheddocument/32425/638047209063600000) or improvement plans; **and**
* Local evaluation data per schoolwide plan; **and**
* Samples of training materials, agenda, emails, or schedules of technical assistance or professional development to help schools plan, review, and implement schoolwide programs; **or**
* Sample of minutes from planning meetings

#### Interview Question

How is data used to address the needs of all children in the school, but particularly those at risk of not meeting the challenging state academic standards?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 2.2 b. Does the LEA ensure that all Title I schools create a schoolwide plan that contains the requirements under Section 1114 (b) of ESEA? If applicable, does the LEA ensure that any plan that was revised by combining existing plans into a single plan contains the schoolwide requirements under Section 1114 (b) of ESEA?

#### Acceptable Evidence

Copies of updated schoolwide plans or improvement plans for the current school year with a list of stakeholders, including parents, involved in the revision process

#### Interview Questions

* Does the plan contain the requirements of ESEA Section 1114 (b)?
* Does the plan contain the required four components of the schoolwide plan?
* Was stakeholder input (including parent input) used to create/review the plan?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## 2.3: The SEA ensures that LEA targeted assistance programs meet all requirements.  [§1115]

### Guiding Question

### 2.3 a. Does the LEA provide guidance, assistance, and support to schools for planning, implementing, and improving the ongoing quality of their targeted assistance programs?

###

#### Acceptable Evidence

* Samples of LEA guidance or communications to schools and parents about targeted assistance program requirements **and**
* Samples of technical assistance, training materials, agenda, or schedules of local or school-specific professional development to help schools to build their capacity to plan and implement targeted assistance programs

#### Interview Questions

* How does the LEA ensure that the amount of time students are missing core instruction is minimized in a targeted assistance program?
* How does the LEA ensure that targeted assistance programs are evaluated?
* How do staff funded by Title I support the intervention program?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 2.3 b. Does the LEA and its schools use student achievement and other school-level data to make decisions about the implementation of the targeted assistance plan, including decisions about effective instructional methods and strategies, professional development, and coordination with the regular education programs?

###

#### Acceptable Evidence

* Eligibility criteria **and**
* Eligibility data identifying all specific targeted assistance students by content **and**
* Formative or summative assessments **or**
* Benchmark/progress monitoring data

#### Interview Questions

* How are the program evaluation results used to improve the instruction provided to participating students?
* Does Title I instruction target the needs of the students?
* How are the academic needs of the students addressed through professional development?
* Explain how an accelerated, high quality curriculum is provided to eligible students in conjunction with the regular education program.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## Fiscal Requirements

## 3.0: LEA Reallocations and Carryover. The LEA complies with the reallocation and carryover provisions in §1126(c) and §1127 of the ESEA.

### Guiding Question

### 3.0 a. If the LEA received reallocated funds, has the LEA conducted the necessary procedures to expend the funds in a timely fashion?

#### Acceptable Evidence

* Documentation showing additional Title I, Part A, funds an LEA received through the reallocation process **and**
* Application amendment **and**
* Where applicable, documentation of carryover waiver request approved or denied by SEA

#### Interview Questions

* If the LEA has received Title I, Part A, reallocated funding, did the LEA submit an amendment for these extra funds?
* What procedures are in place to assure the LEA will expend Title I, Part A, funds in a timely manner?
* If applicable, how does the LEA ensure that reservations are adjusted accordingly?

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [x]

### Guiding Question

### 3.0 b. Does the LEA ensure that not more than 15% of the funds allocated for any fiscal year remain available for obligation beyond the first fifteen months of the grant cycle? If not, has the LEA requested a Carryover Waiver?

#### Acceptable Evidence

Signed Certification of Obligation with carryover request approved or denied by SEA

#### Interview Question

If applicable, how does the LEA ensure that reservations for requirements related to LEA and school improvement that are carried over into the next school year are used in accordance with the law?

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [x]

## 3.1: LEA Plan.  The SEA ensures that the LEA complies with the provision for submitting an annual application to the SEA and revising the LEA application as necessary to reflect programmatic or fiscal changes.  [§1112(a)]

### Guiding Question

### 3.1 a. What is the LEA process for review and approval of the Title I, Part A, application, and submission of amendments?

#### Acceptable Evidence

* Signed cover page **and**
* Board meeting minutes **and**
* Evidence that the plan included input from teachers, principals, administrators (including administrators of other programs described in Title I, Part A) and other appropriate school personnel, and parents of children in schools receiving Title I services **and**
* Needs assessment

#### Interview Questions

* What process does the LEA use to evaluate its application prior to submission?
* Are amendments submitted when allocations change or major programmatic changes are made?
* How was the input from teachers, principals, administrators (including administrators of other programs described in Title I, Part A) and other appropriate school personnel, and parents of children in schools receiving Title I services used over the life cycle of the grant?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.1 b. Has the LEA met the requirements for required and allowable set-asides?

#### Acceptable Evidence

* Documentation of coordination with McKinney-Vento liaison to determine needs of students experiencing homelessness, if the division has one or more students experiencing homelessness **and**
* Intent to Participate Form and Letter of Agreement or Memorandum of Understanding with local neglected facilities, if applicable
* Completed and approved application already on file at Virginia Department of Education

#### Interview Questions

* Does the LEA have schools identified as Comprehensive Support and Improvement or Targeted Support and Improvement and did they choose to set aside up to 5 percent of their Title I allocation for rewards/incentives for teachers working in those schools?
* Does the LEA Title I coordinator collaborate with the LEA homeless liaison on the uses of the Title I set-aside?
* If applicable, does the LEA Title I coordinator collaborate with the foster care liaison on the uses of the Title I set-aside?
* If applicable, does the Title I coordinator collaborate with local neglected facilities on the use of the Title I set-aside?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

#### Guiding Question

##### 3.1 c. Do the selected activities in the application align to the specified measurable objectives?

###### Acceptable Evidence

* Evidence-based activities aligned with measurable objectives **or**
* Reimbursement requests **and**
* Schoolwide plans, if applicable

###### Interview Question

How do the activities outlined in the application support the measurable objectives?

###### Local Educational Agency Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## 3.2: Within LEA Allocation Procedures.  The LEA complies with the requirements to: (1) Reserve funds for the various set-asides either required or allowed under the statute, and (2) Allocate 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.

## [§1113, §1118]

### Guiding Question

### 3.2 a. Has the LEA used the allowable measures of poverty for identifying schools and determining the allocation of each served school?

#### Acceptable Evidence

* A list of schools and the specific source of data for poverty that was used to determine eligible Title I schools and their allocations in your current application. Include the type of data, the month and year of the data, and from where or whom, you obtained the data.

#### Interview Question

Are poverty counts in the application consistent with documentation (i.e., free and reduced lunch counts, CEP data)?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.2 b. Are charter schools and alternative schools included in the ranking?

#### Acceptable Evidence

* Completed and approved application already on file at Virginia Department of Education **and**
* List of charter schools **and/or**
* List of alternative schools

#### Interview Question

Are charter schools and alternative schools listed as schools in the approved application with all attendance and poverty data completed?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.2 c. Does the LEA allocation process ensure the proper distribution of Title I, Part A, funds to all eligible schools?

#### Acceptable Evidence

* Documentation of internal process for demonstrating proper distribution of school allocations **and**
* Completed and approved application already on file at Virginia Department of Education
* If the division skips a school or schools, documentation of internal process for demonstrating that the school(s):
	+ Is/are receiving supplemental funds from other State or local sources that are spent according to the requirements of Sections 1114 or 1115; and
	+ The funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.

#### Interview Questions

Does the documentation of the internal process for demonstrating proper distribution of school allocations reflect the latest approved application/amendment?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.2 d. Does the LEA apply variations in personnel costs, such as seniority pay differentials or fringe benefit differentials as a division set-aside?

#### Acceptable Evidence

* Completed and approved application already on file at Virginia Department of Education **and**
* [Salary differential worksheet](https://virtualvirginia.instructure.com/courses/14760/files/70457328?wrap=1) or other calculations

#### Interview Question

How are the salary differentials calculated?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.2e. Does the LEA adhere to the proper accounting of time and attendance for Title I paid staff to include full time, part time, hourly, and stipends including stipends for professional development?

#### Acceptable Evidence

* [Certification of pay (one cost objective)](https://www.doe.virginia.gov/home/showpublisheddocument/32421/638047209045630000) **and/or**
* [Personnel activity report (two or more cost objectives)](https://www.doe.virginia.gov/home/showpublisheddocument/32443/638047209150030000) **and**
* A list of personnel correlating to the positions in the application to the time certifications

#### Interview Question

* How does the LEA’s budget process demonstrate appropriate Title I program planning and implementation consistent with identified student needs at each school?
* Are time certifications recorded for paid activities such as professional development, stipends, etc.?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.2 f. Does the LEA adhere to the procedures for maintaining equipment and materials purchased with Title I funds?

#### Acceptable Evidence

* [Inventory records](https://www.doe.virginia.gov/home/showpublisheddocument/32455/638047209226170000) **and**
* [Records of disposal of Title I inventory](https://www.doe.virginia.gov/home/showpublisheddocument/32453/638047209207730000) **and**
* Procurement and disposition policies

#### Interview Questions

* How is equipment distributed and maintained including equipment for virtual learning?
* How are decisions made about what equipment to purchase?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## 3.3 The SEA ensures that the LEA complies with---

## The procedures for ensuring Maintenance of Effort (MOE) as outlined in §1118(a) ESEA.

## The procedures for meeting the comparability requirement as outlined in §1118(c) of the ESEA.

## The procedures for ensuring that federal funds are supplementing and not supplanting non-federal sources used for the education of participating children as outlined in §1118(b) of the ESEA.

### Guiding Question

### 3.3 a. Does the LEA comply with the maintenance of effort fiscal requirement under Title I?

#### Acceptable Evidence

* Procedures for determining MOE, including funds to be excluded from MOE calculations
* MOE report comparing fiscal effort of first preceding year with second preceding year

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.3 b. Did the LEA meet comparability requirements under Title I?

#### Acceptable Evidence

* Verification report from SSWS application showing that comparability was met, **and**
* If applicable, evidence of an approved alternate method used to demonstrate comparability.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.3 c. Does the LEA have a methodology in place that ensures that Title I schools receive the same non-federal funds as non-Title I schools? (This does not apply to divisions with one school per grade span or grade spans that include all Title I schools).

#### Acceptable Evidence

* LEA approved budget and the amount of funds assigned to each school highlighted and records for all schools **or**
* Evidence that demonstrates that Title I schools’ state and local funds are not reduced because they participate in Title I

#### Interview Question

Describe the methodology used to ensure that each Title I school receives all of the state and local funds it would otherwise receive if it were not receiving Title I, Part A, funds.

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## Program Assurances

## 4.0: The SEA ensures that the LEA coordinates with Head Start. The LEA complies with the coordination provisions in §1119(b) of the ESEA.

### Guiding Question

### 4.0 a. Does the LEA have an agreement with Head Start?

#### Acceptable Evidence

A copy of the Head Start Agreement from the current school year that includes:

* + developing and implementing a systematic procedure for records transfer;
	+ establishing channels of communication between school staff and their counterparts;
	+ conducting meetings involving parents, kindergarten or elementary school teachers, Head Start teachers etc.;
	+ organizing and participating in joint transition-related training of school staff, Head Start program staff etc.; and
	+ linking the educational services provided by the LEA with the services provided by Local Head Start agencies?

#### Interview Question

#### Does the agreement include coordination between the LEA and Head Start?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## 4.1: The LEA has in place regulations or policies that comply with Section 8546 of ESSA.

### Guiding Question

### 4.1 a. Does the LEA have in place regulations or policies that prohibit the LEA, or school, as well as any school employee, contractor, or agent, from providing a recommendation of employment for an employee, contractor, or agent that the LEA, or school, or the individual acting on behalf of the LEA, or school, knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law?

#### Acceptable Evidence

Board policy as required by House Bill 438 (HB438) and Senate Bill 605 (SB605)

#### Interview Question

Does the regulation or policy comply with section 8546 of ESSA?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## Equitable Services

## 5.0: The SEA ensures that the LEA complies with requirements with regard to services to eligible private school children, their teachers and their families. [§1117 of ESEA]

### Guiding Question

### 5.0 a. Does the school division comply with the provisions of Title I, Part A, regarding timely and meaningful consultation with private schools that may serve students living in Title I, Part A attendance zones about the purposes and requirements of this program?

#### Acceptable Evidence

* Evidence that consultation has occurred between LEA and private school officials or their representatives regarding services for private school children prior to determining services for each private school, written or digital affirmation signed by the private school official or an authorized representative, **and**
* For each private school, [Intent to Participate Form](https://www.doe.virginia.gov/home/showpublisheddocument/40773/638089569220930000) signed by the private school official or an authorized representative, **and**
* Documentation as evidence to support outreach to private school,
* Release of Obligation Form

#### Interview Question

* What was the process for providing information toprivate school officials of the purpose and requirements for this program?
* Has the LEA consulted with private schools that Title I students may attend inside and outside their geographic boundaries including any locations outside of Virginia?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 5.0 b. Has the LEA established an agreement with appropriate private school officials on how to provide equitable and effective programs?

#### Acceptable Evidence

* Evidence of the current [Agreement of Services](https://www.doe.virginia.gov/home/showpublisheddocument/40777/638089572379170000) between the school division and participating private schools; **and**
* Evidence of how services directly, or through a separate contract, will be provided; **and**
* Evidence of a timeline for services and availability of funds

#### Interview Questions

* What was the process for developing an agreement for equitable services?
* What types of services are provided to private schools?
* What are the established timelines for services?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 5.0 c. Has the LEA ensured the provision of services to eligible children attending private schools has been carried out?

#### Acceptable Evidence

* Evidence that private school children that have been selected for services reside in a participating public school attendance area and meet the multiple academic criteria (needs assessment) **and**
* Evidence that providers of services are employees of the LEA or employees of a third party contractor **and**
* Documentation that all teachers and/or paraprofessionals meet the section 1117 requirements **and**
* Documentation of program to include
	+ Third party contract(s)
	+ Monitoring documents
	+ Inventory
	+ Parent and family engagement
	+ Release of obligation form, if applicable

#### Interview Question

What was the process for providing technical assistance for services to eligible children attending private schools?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

##### 5.0 d. Does the school division retain control of and includes an inventory of fixed assets for any equipment purchased with Title I, Part A, funds on behalf of private schools?

###### Acceptable Evidence

* Inventory of equipment/assets provided to private school

###### Interview Questions

* What is the process used for procurement of materials/equipment purchased on behalf of private schools and the maintenance of materials to be used by the private school with Title I, Part A, funds?
* How does the school division ensure equipment is used solely for Title I, Part A activities?
* Is the private school inventory maintained with the yearly Title I, Part A inventory?

**Local Educational Agency Response**

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA [ ]

## Foster Care

## 6.0: The LEA has established an appropriate infrastructure and practices to implement the educational stability requirements for students in foster care found in Title I, Part A. [§1111, §1112]

### Guiding Question

### 6.0 a. How is the school, community, and SEA notified of the foster care liaison?

#### Acceptable Evidence

* LEA staff directory that identifies the liaison **or**
* LEA website that identifies the liaison

#### Interview Questions

* What was the rationale for including the liaison in his/her current department?
* How is the state notified of any changes in personnel?
* Is the school community able to easily identify contact information for the foster care liaison?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 6.0 b. How does the liaison learn about the foster care liaison responsibilities?

#### Acceptable Evidence

Evidence that the liaison for children and youth in foster care has participated in training since 2017, (e.g., certificates of attendance, VDOE training list)

#### Interview Questions

* In what professional development related to foster care has the liaison participated?
* Are there topics the liaison would like to see offered by the state?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 6.0 c. How does the LEA identify students in foster care and transmit these data to the SEA?

#### Acceptable Evidence

* Copies of notice for best interest determination (BID) ([FC/ESSA Form A-17](https://www.doe.virginia.gov/home/showpublisheddocument/28681/638046365978700000))
* Foster Care Immediate Enrollment [(FC/ESSA Form C-17](https://www.doe.virginia.gov/home/showpublisheddocument/28690/638046370750530000))
* Written process for flagging students when notified by Local Department of Social Services (LDSS) that a student is in foster care

#### Interview Questions

* How does the LEA flag students in foster care in the student information management system?
* What activities are performed to verify accuracy of data for students in foster care?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 6.0 d. How does the LEA ensure immediate enrollment in the school of origin or local school based on the outcome of the BID?

#### Acceptable Evidence

* Best interest determination [(FC/ESSA Form B-17](https://www.doe.virginia.gov/home/showpublisheddocument/28683/638046367128170000)) **and**
* Immediate Enrollment Form ([FC/ESSA Form C-17](https://www.doe.virginia.gov/home/showpublisheddocument/28690/638046370750530000)) and enrollment date in student record collection **or**
* Evidence of process for immediately enrolling students in foster care **or**
* Case notes or sufficient documentation to support the placement decision

#### Interview Questions

* How does the LEA conduct best interest determinations for placement decisions?
* What is the process to communicate with the LEA transportation designee?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 6.0 e. Has the LEA developed and implemented clear written procedures governing 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?

#### Acceptable Evidence

* [Written procedure for transporting foster care students](https://www.doe.virginia.gov/home/showpublisheddocument/32465/638047209275300000) **and**
* Correspondence with LEA transportation designee **or**
* Correspondence with LDSS caseworker (may be in BID documentation) **or**
* Documentation of transportation provided, (e.g., billing to LDSS; special education transport)

#### Interview Questions

* How many students in foster care are being transported to their schools of origin? (By the LEA? By the LDSS?)
* How has the LEA been able to support LDSS requirements to transport?
* How does the LEA support educational stability for the remainder of the academic year for students who exit foster care?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

**Guiding Question**

**6.0 f. How does the LEA use Title I, Part A, funds to support foster care students?**

#### Acceptable Evidence

* Reimbursements **or**
* Division foster care guidance
* Completed and approved application already on file at Virginia Department of Education

#### Interview Questions

* How is the foster care allocation determined?
* Are foster care funds used only for transportation?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 6.0 g. How does the LEA ensure that students in foster care are included in statewide assessments?

#### Acceptable Evidence

Reports of statewide assessment performance of students in foster care enrolled in the LEA for the last school year

#### Interview Questions

* How does the LEA use statewide assessment data to identify needs of students in foster care?
* Are students in foster care included in chronic absenteeism efforts?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 6.0 h. Has the LEA used the dispute resolution process outlined in the Virginia Department of Education/Virginia Department of Social Services Joint Guidance?

#### Acceptable Evidence

##### Evidence that the LEA implements a process for the prompt resolution of disputes, such as a phone log, notes, or email messages

#### Interview Questions

* Are enrollment disputes mediated in accordance with Virginia’s dispute resolution process?
* What informal measures are undertaken to avoid disputes?

#### Local Educational Agency Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]