

Division:

Year:

**Virginia Department of Education  
Federal Program Monitoring for Title I, Part D, Subpart 2  
Standards, Assessment, and Accountability**

**1.1: The SEA conducts monitoring and evaluation of its subgrantees sufficient to ensure compliance with Title I, Part D, program requirements and progress toward Federal and State program goals and objectives. [§1426 and §1431]**

<b>Guiding Questions <u>LEA</u></b>	<b>Acceptable LEA Evidence <u>Documentation</u></b>	<b>Probing Questions <u>Interview</u></b>	<b>LEA Response</b>	<b>Is sufficient documentation provided?</b>
<b>1.1a</b> Does the LEA ensure that students in Title I, Part D, programs receive instruction that is aligned with state standards and accountability?	<ul style="list-style-type: none"><li>• Annual outcome data for the students being served</li><li>• Standards of Learning Data</li><li>• Lesson plans with SOL objectives</li></ul>	<ul style="list-style-type: none"><li>• Does the LEA along with local facilities use multiple and appropriate measures of student progress?</li><li>• How does the LEA support delinquent facilities, alternative schools, community day programs, and/or at-risk programs to ensure that they provide educational programs comparable to programs operated at local schools?</li></ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>

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<b>1.1b</b> Does the LEA have a process for data collection, including a needs assessment, that it uses to obtain demographic, academic, and vocational outcome information on its Subpart 2 programs?	<ul style="list-style-type: none"><li>• Needs assessment</li><li>• CSPR report</li><li>• Longitudinal outcome data</li><li>• Progress monitoring data</li><li>• Number of CTE certifications</li><li>• High school graduation rates</li></ul>	<ul style="list-style-type: none"><li>• Explain how data are collected and maintained at the LEA for submission to the SEA for the Consolidated State Performance Report (CSPR).</li><li>• Discuss the most recent progress monitoring data.</li><li>• Explain how the LEA ensures documented records are kept on file of students reported for the current year entitlement in the Title I, Part D, Annual Student Count.</li><li>• Explain the process for determining the needs of students.</li></ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>

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<p><b>1.1c</b> Does the LEA monitor and evaluate the locally operated facilities and programs that are funded to determine the programs' impact?</p>	<ul style="list-style-type: none"> <li>• Evaluation tools</li> <li>• Data or statistics that highlight the programs' success</li> <li>• Teacher, student, parent surveys</li> <li>• Any corrective action plan that was required to be submitted to the SEA</li> </ul>	<ul style="list-style-type: none"> <li>• How does the LEA work with and monitor the facilities or programs to ensure that they are meeting the program requirements as outlined in Section 1425 (ESSA)?</li> <li>• Describe the evaluation tools that are used to determine the success of the program.</li> <li>• Does the data demonstrate an increase in the number of children and youth returning to school; attaining a regular high school diploma or its recognized equivalent; or attaining employment after they are released?</li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

Division:

Year:

**Virginia Department of Education  
Federal Program Monitoring for Title I, Part D, Subpart 2  
Instructional Support and Program Requirements**

**2.1: The SEA ensures that Local Education Agency (LEA) programs for eligible students meet all program requirements.**  
[§1423 and §1425]

<b>Guiding Questions <u>LEA</u></b>	<b>Acceptable LEA Evidence <u>Documentation</u></b>	<b>Probing Questions <u>Interview</u></b>	<b>LEA Response</b>	<b>Is sufficient documentation provided?</b>
<b>2.1a</b> Does the LEA consult with each locally operated correctional facility, delinquent facility, alternative school, community day program, and/or at-risk program as part of the program planning and evaluation process?	<ul style="list-style-type: none"><li>• Intent forms</li><li>• Meeting notes for consultation and evaluation</li><li>• Description of the evaluation process</li><li>• Needs assessment</li></ul>	<ul style="list-style-type: none"><li>• What is the process for providing information to local facilities and programs about the purpose and requirements of Title I, Part D?</li><li>• When does the initial consultation occur with local facilities?</li><li>• Discuss a timeline of the consultation throughout the grant cycle.</li><li>• How does the LEA appropriately prioritize who to fund?</li><li>• What technical assistance does the LEA provide in deciding which students are eligible for Title I, Part D?</li></ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>

Division:  
Year:

**Virginia Department of Education  
Federal Program Monitoring for Title I, Part D, Subpart 2  
Instructional Support and Program Requirements**

<b>Guiding Questions <u>LEA</u></b>	<b>Acceptable LEA Evidence <u>Documentation</u></b>	<b>Probing Questions <u>Interview</u></b>	<b>LEA Response</b>	<b>Is sufficient documentation provided?</b>
<p><b>2.1b</b> Are formal agreements between the LEA and the local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs reviewed and updated annually?</p>	<ul style="list-style-type: none"> <li>Formal agreements between LEAs and local facilities outlining responsibilities for providing services to students.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the formal agreements, and how they are reviewed and updated annually.</li> <li>Do the formal agreements include:               <ul style="list-style-type: none"> <li>Purpose (description of youth, programs and services to be provided);</li> <li>Participating agencies and their responsibilities, deliverables, training and timelines;</li> <li>Agreed upon funding costs;</li> <li>Legal issues regarding confidentiality, disclosure of information, and penalties for improper disclosures;</li> <li>Conflict resolution processes, change/termination of agreement procedures; and</li> <li>Signatures from a division and a local facility representative?</li> </ul> </li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

Division:

Year:

**Virginia Department of Education  
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Instructional Support and Program Requirements**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
<p><b>2.1c</b> Does the LEA work with the local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs to ensure a smooth transition of students between facilities and the students' schools?</p>	<ul style="list-style-type: none"> <li>• Transition plan for students</li> <li>• Meeting notes</li> <li>• Correspondence between facilities and students' schools</li> <li>• Correspondence with social workers, health officials or probation officers</li> </ul> <p><i>(Do not provide any documentation that contains confidential information.)</i></p>	<ul style="list-style-type: none"> <li>• How does LEA provide services and programs for students returning from facilities back to their school?</li> <li>• Describe the process or steps that are taken to acquire a student's academic records in order to determine the appropriate program of studies for the student when they enter a facility.</li> <li>• Does the LEA work with the local facilities to coordinate with existing social, health, and other services to meet the needs of students as they transition to and from local facilities? If so how?</li> <li>• Does the LEA work with the local facilities to coordinate with probation officers to assist in meeting the needs of children and youth returning from correctional facilities? If so how?</li> <li>• Does the LEA work with the local facilities to provide transition</li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

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**Virginia Department of Education  
Federal Program Monitoring for Title I, Part D, Subpart 2  
Instructional Support and Program Requirements**

<b>Guiding Questions <u>LEA</u></b>	<b>Acceptable LEA Evidence <u>Documentation</u></b>	<b>Probing Questions <u>Interview</u></b>	<b>LEA Response</b>	<b>Is sufficient documentation provided?</b>
		<p>assistance to help the student stay in school, including the coordination of services for the family, such as assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling?</p> <ul style="list-style-type: none"><li>• Do students have access to the same technology based programs that are offered at their home school that will help a facilitate a smooth transition back into their home school?</li></ul>		

**Virginia Department of Education  
Federal Program Monitoring for Title I, Part D, Subpart 2  
Instructional Support and Program Requirements**

**2.2: The SEA ensures that Local Education Agency (LEA) programs collaborate with local facilities to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education. [§1421, §1423 and §1425]**

<b>Guiding Questions <u>LEA</u></b>	<b>Acceptable LEA Evidence <u>Documentation</u></b>	<b>Probing Questions <u>Interview</u></b>	<b>LEA Response</b>	<b>Is sufficient documentation provided?</b>
<b>2.2a</b> Does the LEA ensure that educational programs in the local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs meet students' individual educational needs and are coordinated with the student's home school, including students with an individualized education program under Part B of the Individuals with Disabilities Education Act?	<ul style="list-style-type: none"> <li>• Meeting notes, including Child Study notes</li> <li>• Correspondence between the facility and the student's last school</li> <li>• Process or protocol for assessing a student's needs; obtaining the Individual Education Plan (IEP); and providing the required accommodations</li> <li>• List of required coursework or a sample program of studies</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the process for transferring records, including a student's Individual Education Plan (IEP) between the LEA and facility?</li> <li>• Describe the process to ensure that students who receive special education services accommodations are met.</li> <li>• Do students have access to online assessments and programs that can accelerate their learning to ensure high school completion in a timely manner?</li> <li>• Do students have access to programs that can be tailored to meet their instructional needs and their interests?</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>
<b>2.2b</b> Does the LEA work with local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs served	<ul style="list-style-type: none"> <li>• Description of drop-out prevention programs</li> <li>• GED classes</li> <li>• CTE or vocational classes</li> <li>• Meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the programs, initiatives, or process to assist students who have dropped out of school to reenter.</li> <li>• Describe the academic supports and classes that are in place to help</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>



**Virginia Department of Education  
Federal Program Monitoring for Title I, Part D, Subpart 2  
Instructional Support and Program Requirements**

<b>Guiding Questions <u>LEA</u></b>	<b>Acceptable LEA Evidence <u>Documentation</u></b>	<b>Probing Questions <u>Interview</u></b>	<b>LEA Response</b>	<b>Is sufficient documentation provided?</b>
<p>to provide support that encourages youth at-risk of dropping out of school to remain in school or youth who have dropped out of school to reenter school and attain a regular high school diploma or its recognized equivalent, and/or acquire the skills necessary to gain employment?</p>	<ul style="list-style-type: none"> <li>• Guidance counselor lessons</li> <li>• Mentoring program that encourages and provides support to youth to remain in school</li> <li>• Graduation plans</li> <li>• Individual Program of Studies</li> <li>• List of career and technical education courses taken by students</li> <li>• Career fair fliers</li> </ul>	<p>students graduate.</p> <ul style="list-style-type: none"> <li>• What steps are taken to ensure that students complete high school or the high school equivalency requirements?</li> <li>• Describe how the LEA along with the local facility involves parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities and prevent further involvement in delinquent activities.</li> <li>• Describe the steps taken to find alternative placements for children interested in continuing their education, but are unable to participate in a regular public school program.</li> <li>• Describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from local facilities.</li> <li>• Describe the career and</li> </ul>		

**Virginia Department of Education  
Federal Program Monitoring for Title I, Part D, Subpart 2  
Instructional Support and Program Requirements**

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		technical education programs and initiatives that support students success after they leave the program ?		
<p><b>2.2c</b> Does the LEA work with local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs served to ensure that the facility is staffed with teachers and other qualified staff who are trained to work with at-risk children and youth, including students with disabilities taking into consideration the unique needs of such children and youth?</p>	<ul style="list-style-type: none"> <li>• List of staff with titles or roles, and qualifications</li> <li>• List of professional development training or opportunities for staff</li> <li>• Reimbursements for conferences and workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the steps that are taken to work with local facilities to hire teachers and staff that are properly licensed and endorsed to teach all students.</li> <li>• Describe the professional development that is provided to staff to meet the academic and unique needs of the students.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>

**Virginia Department of Education  
Federal Program Monitoring for Title I, Part D, Subpart 2  
Fiduciary**

**3.1 The SEA ensures each LEA complies with the statutory and other regulatory requirements governing State administrative activities, providing fiscal oversight of the grants including reallocations and carryover, and allowable uses of funds. [§1424]  
[Also OMB Circulars A-87, Part 80, Subpart C of EDGAR and any other relevant standards, circulars, or legislative mandates]**

<b>Guiding Questions <u>LEA</u></b>	<b>Acceptable LEA Evidence <u>Documentation</u></b>	<b>Probing Questions <u>Interview</u></b>	<b>LEA Response</b>	<b>Is sufficient documentation provided?</b>
<b>3.1a</b> Does the LEA consult with local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs that are served with Subpart 2 funds to determine how funds will be used to meet the needs of the students served?	<ul style="list-style-type: none"> <li>• Formal agreements between the LEA and local facilities</li> <li>• Contracts for any services that are subcontracted to outside organizations</li> <li>• Meeting notes</li> <li>• Consultation letter</li> </ul>	<ul style="list-style-type: none"> <li>• Do the formal agreements outline allowable uses of funds?</li> <li>• Is the needs assessment used to determine how to prioritize funding?</li> <li>• How does the LEA determine how to prioritize funding?</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>
<b>3.1b</b> Does the LEA ensure that the Title I, Part D, program activities are within the uses of funds and purposes of the program?	<ul style="list-style-type: none"> <li>• LEA application</li> <li>• Local records, including budget reports, records of expenditures, carryover and other summary reports</li> <li>• OMEGA reimbursements</li> </ul>	<ul style="list-style-type: none"> <li>• What internal controls are used at the LEA level to ensure the program activities are within the uses of funds and purposes for the program?</li> <li>• Do the funds support academic activities to help students achieve high academic standards?</li> <li>• Do the funds support activities that meet the unique needs of the students such as tutoring, mentoring,</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  <u>Comments</u>

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<b>Guiding Questions <u>LEA</u></b>	<b>Acceptable LEA Evidence <u>Documentation</u></b>	<b>Probing Questions <u>Interview</u></b>	<b>LEA Response</b>	<b>Is sufficient documentation provided?</b>
		dropout prevention programs, mental health services, drug and alcohol counseling, career counseling, entrepreneurship education, postsecondary education, etc. in an effort to help a student complete their education?		
<p><b>3.1c</b> Does the LEA have internal fiscal controls in place to ensure that they can account for the use of Title I, Part D, funds to meet federal requirements?</p>	<ul style="list-style-type: none"> <li>• Evidence that the LEA or facility is implementing planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports.</li> <li>• A current list of all personnel (instructional and administrative staff) paid with Title I, Part D, funds.</li> <li>• Inventory of material paid for with Title I, Part D, funds</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how funds are used for administrative purposes, including identifying personnel paid with the funds and what percentage of their salary, benefits, and duties are funded with Part D, funds.</li> <li>• How the program budget is implemented in accordance with the LEA application for funds?</li> <li>• Does the LEA maintain appropriate Title I, Part D, records in a central location and ensure that accurate files are kept?</li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

**Virginia Department of Education  
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<b>Guiding Questions <u>LEA</u></b>	<b>Acceptable LEA Evidence <u>Documentation</u></b>	<b>Probing Questions <u>Interview</u></b>	<b>LEA Response</b>	<b>Is sufficient documentation provided?</b>
		<ul style="list-style-type: none"> <li>• Are LEAs appropriately carrying out other financial activities (e.g., budget amendment requests and approvals)?</li> </ul>		