

Name of LEA:Suffolk City Public Schools

Name of Contact: Jennifer Conner.

**Virginia Department of Education
Federal Program Monitoring for Title IV, Part A
Student Support and Academic Enrichment Grant
2024-2025 Protocol**

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

**Virginia Department of Education
Federal Program Monitoring for Title IV, Part A**

Monitoring Information

VDOE Staff Conducting the Monitoring:

Date of Monitoring: March 12, 2025

LEA Title IV, Part A Coordinator: Jennifer Conner

LEA Staff Present for Monitoring: Jennifer Conner

In the local education agency response section, provide a written narrative for all applicable indicators.

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Review of Previous Monitoring

1.1: The LEA has implemented necessary actions as a result of prior federal program monitoring for Title IV, Part A.

Guiding Questions

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

Required Evidence

- Feedback letters
- Corrective action plan

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

Local Agency Response

Federal monitoring for Title IV, Part A for Suffolk Public Schools was last conducted on April 28, 2021. There were no findings and no corrective actions required.

Evidence

Suffolk _ Title II & IV_FPM_2021

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Sufficient Documentation

Yes No N/A

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LEA Program Application

2.1: 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.

Guiding Question

2.1a Did the LEA consult with the required stakeholders in the development of the LEA’s plan and implementation?

Section 4106 (c) CONSULTATION. — (1) IN GENERAL.—A local educational agency, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart.

Required Evidence

- Evidence that the LEA consulted with all stakeholders listed in section 4106(c).
- Examples of acceptable evidence include:
 - Surveys
 - Meeting minutes
 - Meeting sign-in sheets
 - Partnership Memorandum of Understandings
 - Advisory Board/Coalition Membership and meeting notes
 - Other evidence of feedback/communication

Interview Question

- Staff describes stakeholders included and how input was obtained from stakeholders.

Note – Consultation is a requirement of Title IV, Part A regardless of allocation. Grantees receiving less than \$30,000 must still conduct consultation with required stakeholders.

Local Agency Response

Each year, a diverse group of stakeholders is consulted to inform the Title IV-A application and identify the division’s needs. In March, students complete the division’s climate survey, which gathers feedback on school safety, respect, staff support, technology use, and instructional materials. Following this, a Title IV-A needs assessment survey is distributed between March and April to teachers, administrators, division-level staff, parents, and community stakeholders. In previous years, this survey was conducted via Google Forms, with school administrators responsible for sharing it with staff and parents. For the 2024-2025 application cycle, the Data and Research Department administered the survey through SurveyMonkey to increase participation and accessibility.

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In May, the Coordinator of Compensatory Programs leads an application review and development meeting with division-level staff. This process involves analyzing survey results, reviewing relevant data, and determining how Title IV-A funds should be allocated in the grant application to best support identified needs.

Evidence

- Email_SPS Title II & Title IV-A Needs Assessment Survey_Community_23-24
- 24-25 Title IV-A Application Collaboration Meeting Agenda/Minutes_5-15-24.pdf
- Student Climate Survey Items and Results_22-24.pdf
- Title II & IV Needs Assessment Survey_24-25.pdf
- Title II & Title IV A Needs Assessment Survey_22-23.pdf
- Title II & Title IV Needs Assessment Survey_ 23-24.pdf
- Title II & Title IV Needs Assessment Survey_24-25.pdf
- Title IV-A Application Collaboration 5-15-24 Meeting Sign In Sheet.pdf

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Yes No N/A

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Guiding Question

2.1b What is the LEA’s process for determining the division’s needs under the Title IV, Part A program?

Section 4106 (d) NEEDS ASSESSMENT. — (1) IN GENERAL.—Except as provided in paragraph (2) and prior to receiving an allocation under this subpart, a local educational agency or consortium of such agencies shall conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement of—(A) access to, and opportunities for, a well-rounded education for all students; (B) school conditions for student learning in order to create a healthy and safe school environment; and (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. (2) EXCEPTION.—A local educational agency receiving an allocation under section 4105(a) in an amount that is less than \$30,000 shall not be required to conduct a comprehensive needs assessment under paragraph (1). (3) FREQUENCY OF NEEDS ASSESSMENT.—Each local educational agency, or consortium of local educational agencies, shall conduct the needs assessment described in paragraph (1) once every 3 years.

Required Evidence for Grantees with Allocations of \$30,000 or greater (includes LEAs that transfer a portion of funds)

- List of LEA staff involved in the data collection for each of the Title IV, Part A, priority areas (well-rounded education, safe and healthy students, and the effective use of technology)
- List of LEA staff involved in interpreting the data and identifying needs
- List of staff engaged in the discussion about setting priorities and deciding how to address needs
- All meeting minutes for groups referenced above

Required Evidence for Grantees with Allocations of less than \$30,000

- List of LEA staff involved in the data collection
- List of LEA staff involved in interpreting the data and identifying needs
- List of staff engaged in the discussion about setting priorities and deciding how to address needs
- All meeting minutes for groups referenced above

Interview Questions

- Staff describes the timeline and process used to develop the LEA application.
- Staff describes how the LEA determines how funds are distributed between categories.

Local Agency Response

The development of the LEA application follows a structured process to ensure data-driven decision-making and stakeholder input. In April, surveys are distributed to various stakeholders to collect feedback on division needs. The Coordinator of Data and Research, along with the Coordinator of Compensatory Programs, compiles and analyzes the collected data.

Following this, the Coordinator of Compensatory Programs convenes a meeting with key division-level staff to review and interpret the data, discuss priorities for funding across the three Title IV-A categories, and determine appropriate allocations. This discussion also includes consideration of whether funds should be transferred to Title I or Title II based on identified needs. After this collaborative meeting, the Coordinator of Compensatory Programs finalizes and prepares the application for submission.

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The allocation of Title IV-A funds is based on data collected from stakeholder surveys and division needs assessments. During the collaborative review meeting, key staff analyze survey results and discuss funding priorities across the three Title IV-A categories: Well-Rounded Education, Safe and Healthy Schools, and Effective Use of Technology. The team determines the appropriate distribution of funds to address identified needs and maximize impact. Additionally, they assess whether any funds should be transferred to Title I or Title II to support broader educational goals. This process ensures that funding decisions align with division priorities and federal guidelines.

Evidence

24-25 SY Needs Assessment Analysis_Title IV.pdf
24-25 Title II & IV Needs Assessment Survey Results.pdf
24-25 Title IV-A Application Collaboration Meeting Agenda/Minutes_5-15-24.pdf
Funding Allocations Totals & by Object Code_Proposed 22-23_Title IV-A.pdf
Funding Allocations Totals & by Object Code_Proposed 24-25_Title IV-A.pdf
List of Staff.pdf
Title IV-A Application Meeting Agenda/Minutes_ 5-18-22.pdf
Title IV-A Needs Assessment Feedback Results_2022 .pdf

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Yes No N/A

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Guiding Question

2.1c How did the LEA determine the schools to be served to be funded from the needs assessment process?

SEC. 4106.(e)(2) ASSURANCES. — Each application shall include assurances that the local educational agency, or consortium of such agencies, will—(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—(i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium; (ii) have the highest percentages or numbers of children counted under section 1124(c); (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i); (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

Required Evidence

- List of schools served and criteria for selection

Interview Question

- Staff describes needs assessment process and how schools served were selected.

*Note: Using funds for districtwide activities is allowed if the LEA can demonstrate through the local needs assessment and the stakeholder engagement process that it is reasonable and necessary to serve all schools because of overall LEA need or economies of scale.

Local Agency Response

The needs assessment process for Title IV, Part A funding is conducted annually through a division-wide survey distributed to parents, students, community stakeholders, instructional staff, and administrators across all 21 schools. This survey helps identify priority areas for funding by gathering stakeholder input on academic, safety, and well-being needs.

The needs assessment results, along with student performance data, discipline reports, and stakeholder feedback, have guided the decision to allocate a significant portion of Title IV-A funds toward supporting middle and high schools. This focus is based on the fact that nine of the division's 11 elementary schools already receive supplemental funding through Title I.

Key initiatives selected for funding include:

- PSAT Testing: Supporting 8th and 10th-grade students in all middle and high schools.
- Professional Development: Enhancing college and career readiness programs at the secondary level.
- Student Safety Specialist: Continuing funding for this division-wide role to enhance school safety.
- Technology Integration: Supporting effective classroom technology use.
- Mental Health Initiatives: Expanding professional development and resources for mental health support, guided by discipline data, bullying reports, and prior initiative feedback.

These initiatives have demonstrated a positive impact from previous Title IV funding, yet continued investment is needed to sustain and expand their effectiveness. The division remains committed to ensuring that all funded activities align with identified needs and support the academic, social-emotional, and safety priorities of students and staff.

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Evidence

List of Schools Served.pdf

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Sufficient Documentation

Yes No N/A

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Guiding Question

2.1d What is the LEA's process for approval of the local application?

Required Evidence

- The original cover page signed by the Superintendent and School Board Chairperson.

Interview Questions

- Staff describes the timeline and process used to approving the LEA application.

Local Agency Response

The approval process for the LEA's Title IV-A application begins in mid-May, when the completed application undergoes a series of reviews. It is first reviewed by the Director of Elementary Leadership and the Chief Academic Officer before being submitted to the Superintendent for further evaluation and approval. Once approved by the Superintendent, the application is presented to the school board at a June meeting. Upon the board's approval, the school board chairperson signs the application, and it is then submitted via OMEGA.

Evidence

- 22-23 Title IV-A Application Signed Cover Page.pdf
- 23-24 Title IV-A Application Signed Cover Page.pdf
- 24-25 Title IV-A Application Signed Cover Page.pdf

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Guiding Question

2.1e Has the LEA made programmatic or budget amendments to the original approved application?

Required Evidence

- The LEA describes the process for determining programmatic changes to the application.
- The LEA provides evidence of the needs assessment conducted and the stakeholders involved in determining the change.

Interview Question

- Staff describes how revisions, amendments, and budget transfers are submitted in OMEGA in a timely manner (within the encumbrance date of the grant award) when allocations change or programmatic changes are made, including amendments for reallocated funding, if applicable.

Local Agency Response

Collaboration meetings are held with appropriate staff to determine if programmatic or budgetary changes are necessary. Once amendments or revisions are approved by the Director of Elementary Leadership, the Chief Academic Officer, and the Superintendent, the application is submitted in OMEGA. For balance transfers, once the application is approved, the coordinator submits the budget transfer request in OMEGA and notifies the appropriate staff members to request their approval in the system.

For the 2022-23 application, only one amendment was completed following collaboration with the Coordinator of Social Emotional Support to address needs related to PBIS and mental health.

Notably, no overall programmatic changes were made in the 2022-23 or 2023-24 applications.

Evidence

Approval Email_ 22-23 Title IV_Amendment #1.pdf
Title IV funding discussion agenda_1-29-25.pdf
Follow-Up on Title IV-A Funds & College and Career Readiness Email.pdf
Instructional Materials for 22-23 amendment (Safe and Healthy).pdf
Meeting w/Coordinator of World Languages & Advanced Instruction_1-29-25.pdf

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Yes

No

N/A

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Program Monitoring and Evaluation

3.1: The SEA conducts monitoring to evaluate the degree to which progress has been made toward meeting measurable objectives included in the LEA application.

Guiding Question

3.1a Did the LEA provide evidence to show periodic evaluation of the anticipated planned outcomes as described in the application for the funded activities?

Sec. 4106 (e) (1) (E) the program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Required Evidence

- Meeting minutes, agendas, and sign-in sheets

Interview Question

- Staff describes the timeline of the periodic review of the data and the staff involved in the process.

Local Agency Response

The periodic review of Title IV, Part A data is conducted through ongoing meetings led by the Coordinator of Compensatory Programs. These meetings include key coordinators responsible for specific program areas that directly impact the use of funds, such as the Coordinator of Social Emotional Support and the Coordinator of Advanced Instruction & World Languages.

Until the 2023-2024 school year, the majority of Title IV-A funds were transferred to Title I and Title II. This change to retain more of the Title IV A funds was based on data from the annual needs assessment. Currently, periodic meetings are held to review available funds, expenditures to date, and next steps for utilizing remaining funds. Additionally, these meetings assess progress toward measurable objectives associated with the allocated funding to ensure alignment with program goals and compliance requirements.

Evidence

Email_Title IV A (Well Rounded)_Balances as of 11-20-2024.pdf
Title IV Discussion Meeting Sign In_1-29-25.pdf
Title IV Discussion Meeting Sign In_7-13-23.pdf
Title IV Meeting (Safe & Healthy) Agenda & Minutes_2-6-25.pdf
Title IV Meeting (Well Rounded) Agenda & Minutes_1-29-25.pdf
Title IV Meeting Sign In_2-6-25.pdf
Title IV-A Meeting (Well Rounded) Agenda & Minutes_7-13-23.pdf

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Yes

No

N/A

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3.2: The SEA ensures the LEA meets the requirements for federal reporting for their progress towards meeting the measurable objectives in the approved application.

Sec. 4104 (a) (2) ... including public reporting on how funds made available under this subpart are being expended by local educational agencies, including the degree to which the local educational agencies have made progress toward meeting the objectives and outcomes described in section 4106(e)(1)(E).

Guiding Question

3.2a Did the LEA provide evidence to show progress toward measurable objectives being achieved through the funded activities?

Required Evidence

- Analysis of the data as described in the measurable objective(s)

Interview Question

- Staff provides the data and the analysis that demonstrates the progress toward achieving the measurable objectives.

Local Agency Response

By June 30, 2023, at least 60% of the Class of 2025 (current 10th graders) will link their PSAT account to a free Khan Academy SAT prep course to obtain personalized practice based on their PSAT performance as evidenced by the course enrollment list.

- Based on end of the year data, 24% (172 students) of the Class of 2025 (718 students) could successfully link their College Board Account to Khan Academy. 10th-grade English Teachers incorporated classroom instruction time to review reports and support students with linking their accounts. In addition, the Coordinator of Advanced Instruction and World Languages collaborated with the Testing Coordinators and held supportive sessions with all students in grades 9th and 11th who participated in the testing session for Fall 2022. Due to the privacy settings, the school counselors, teachers, and testing coordinators have limited access to monitor the platform and assist students with technical issues.

By June 30, 2023 at least 75 staff members will attend professional development sessions in at least one of the following areas: mental health initiatives, bullying prevention, PBIS, social emotional learning, or restorative practices as evidenced by sign-in sheets, attendance list, or completion certificates.

- As of June 30, 2023, 144 staff members have attended professional development sessions in Restorative Practices, 57 staff members participated in social emotional learning professional development sessions, and 45 staff members participated in mental health professional development sessions (Erika's Lighthouse) based on sign-in sheets & attendance lists.

By June 30, 2023, the number of discipline referrals divisionwide will decrease by 10% in the classroom setting/location as compared to the total number of discipline referrals for the 2021-2022 school year in the same setting/location as evidenced by discipline data reports through COGNOS.

- As of June 30, 2023, an analysis shows that 3,458 of 6,519 total referrals (53%) were classroom-related. In the 2021-2022 school year, 2,695 classroom incidents occurred out of 5,569 total referrals. This reflects a 28.31% rise in classroom incidents and a 17.06% overall increase in referrals. However, it's important to note that the 2021-2022 school year included virtual and hybrid learning models due to the pandemic, with students spending much of the year outside of the physical classroom.

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Evidence

Caring School Community Roster.pdf

Erika's Lighthouse roster.pdf

Incidents by Building Location_2021-2022.pdf

Incidents by Building Location_2022-2023.pdf

Khan Academy.pdf

Restorative Practices Roster.pdf

SEL strategies roster.pdf

Total Incidents_2021-2022.pdf

Total Incidents_2022-2023.pdf

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Sufficient Documentation

Yes

No

N/A

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Guiding Question

3.2b Did the LEA complete the Title IV Part A Submission Report by the deadline?

Required Evidence

- Evidence is accessible by department of education staff (Title IV, Part A, Submission Verification Report). No LEA submission is needed.

Interview Questions

- Staff describes the process used to complete the submission.

Local Agency Response

The process for completing the submission involves several steps. First, the coordinator collects data and evidence for each measurable objective from the appropriate departments. This data is analyzed, and the report is drafted based on the findings. The draft report is then sent to the Director of Elementary Leadership, the Chief Academic Officer, and the Superintendent for review and approval. Once approval is received, the coordinator officially submits the report in SSWS, after which it is approved by the Superintendent.

Evidence

Email_Approval to Submit to VDOE_ Title IV A Reporting (2022-2023).pdf

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Sufficient Documentation

Yes No N/A

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3.3: The SEA ensures the LEA meets the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused.

Guiding Questions

3.3a How does the LEA ensure professional development activities funded under the Title IV, Part A federal program meets the statutory definition of professional development? Do the professional development activities align to overarching division strategic goals?

Required Evidence

- List of all professional development activities funded under the federal programs, persons attending, and their position.
- Evidence that supports the division's actions as described in the approved application.

Interview Questions

- Staff describes the actions taken by the LEA to ensure professional development activities meet the federal definition.

Local Agency Response

The LEA ensures that all professional development activities meet the federal definition through a structured review and approval process. Each professional development activity is reviewed by the Coordinator of Compensatory Programs to ensure alignment with federal guidelines. Additionally, consultation occurs with the division-level coordinator to evaluate how each activity supports the division's strategic goals and adheres to key principles, including being collaborative, job-embedded, data-driven, and classroom-focused.

For the 2022-2023 funding cycle, professional development activities such as The Sarah Michelle Peterson Foundation's Suicide Prevention Awareness Training, Linda Metcalf's Solutions Focused Schools, Garrity Mediation & Consulting, and the DCJS Campus Safety Forum were documented with evidence. This includes a description of each professional learning activity and a record of participants who attended.

Evidence

DCJS Campus Safety Forum Overview.pdf
Erika's Lighthouse Training Roster Spring 2023.pdf
Garrity Mediation & Consulting (Restorative Practices) Overview.pdf
Linda Metcalf Solutions Focused Counseling Training Overview.pdf
RP Cohort 3 (23-24).pdf
RP Cohort 4 pt 1 (23-24).pdf
RP Cohort 4 pt 2 (23-24).pdf
Sarah Michelle Peterson Foundation Overview.pdf
Solution-Focused Counseling Sign In_8-14-23.pdf

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Yes

No

N/A

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Fiscal Requirements

4.1: The SEA ensures that the LEA expends funds as described in the approved Title IV, Part A, application submitted to the Virginia Department of Education.

Guiding Question

4.1a Did the LEA ensure that funds expended correlate with activities outlined in the approved funding application?

Required Evidence

- Inventory List
- Purchase Requisitions
- Time and Effort Sheets

Interview Question

- Staff describes the process used to submit reimbursement requests in OMEGA.

Local Agency Response

The process for submitting reimbursement requests in OMEGA begins with a thorough review of each purchase made through the grant to ensure allowability and availability of funds. Once a purchase requisition or payment voucher is generated, the Coordinator approves all purchases and logs it in the internal spreadsheet for the grant under the appropriate object code and reporting category. The purchase requisition or payment voucher then goes through multiple levels of approval, including the Director of Elementary Leadership and the Chief Academic Officer, before being sent to the Purchasing Department.

Before a purchase is made, the accountant overseeing grants verifies that sufficient funds are available in Alio. Once purchases are completed, the Accounts Payable Department processes reimbursements approximately two months later using detailed expenditure reports and supporting documentation from Alio Intelligence. Before submission in OMEGA, the reimbursement request via email undergoes a final review and approval by the Coordinator to ensure accuracy in descriptions and proper funding categorization.

Evidence

Certification of Pay_Student Safety Specialist_6-30-24.pdf
Certification of Pay_Student Safety Specialist_12-31-2024.pdf
College Board PV.pdf
FBES PRQ_Amazon_Safe & Healthy.pdf
NSA_Zaner Bloser PRQ.pdf
Private School Inventory_Title II & IV.xlsx
SCA PRQ_Renaissance.pdf
SPS Title IV-A Inventory.xlsx

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Title IV 513 Reimbursement for June_email review.pdf
VSTE Conference PRQ.pdf

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Yes No N/A

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4.2 The SEA ensures that the LEA distributes the funds according to the requirements.

Guiding Question

4.2a If the LEA received an allocation of \$30,000 or more, have funds been expended according to the requirement to spend at least 20% on well-rounded educational opportunities, at least 20% on safe & healthy students, and a portion on the effective use of technology?

Sec. 4106 (e) (2) (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107; (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108; (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a)...

Required Evidence

- LEA accounting records tracked by category for LEA and private schools

Interview Question

- Staff describes how the division ensures that Title IV, Part A, funds are expended in accordance with required spending thresholds.

Local Agency Response

During the application development process and needs assessment discussions, funding allocations for each initiative are carefully reviewed to ensure compliance with required spending thresholds. When entered into the application, built-in formulas verify that these thresholds are met. Additionally, an internal spreadsheet is maintained to track spending by category, aligning with the line items in the application for both the division and participating private schools.

Evidence

2022-2023 Title IV A SAO and Private Schools [513] .xlsx

2023-2024 Title IV A SAO and Private Schools [514] .xlsx

2024-2025 Title IV A SAO and Private Schools [515] .xlsx

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Guiding Question

4.2b If the LEA allocated funds to the effective use of technology category, did the division use no more than 15% of these funds to purchase technology equipment, devices, and/or software?

Sec. 4109 (b) SPECIAL RULE.—A local educational agency, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection (a)(2)(B), which shall include technology infrastructure purchased for the activities under subsection (a)(4)(A)

Required Evidence

- Evidence was previously submitted under indicators 4.1a and 4.1c (reimbursements, purchase requisitions, and inventory list).

Interview Question

- Staff describes the procedures in place to ensure the LEA will not expend more than 15% to purchase technology equipment, devices, and/or software in the effective use of technology category.

Local Agency Response

During the application development process, our approach to the *Effective Use of Technology* category is guided by needs assessment discussions and survey results. Rather than allocating more than 15% of funds toward purchasing technology equipment, devices, or software, our focus is primarily on providing professional learning opportunities for instructional staff. This ensures that technology integration is meaningful and enhances instructional practices, rather than being solely device-driven. By prioritizing professional development, we maintain compliance with expenditure limits while fostering sustainable and effective technology use in the classroom.

Evidence

N/A

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Yes No N/A

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Guiding Question

4.2c If the LEA allocated funds to administrative costs, did the LEA use no more than 2% of these funds to include claims for indirect costs and direct administrative costs?

Sec. 4105 (c) ADMINISTRATIVE COSTS.—Of the amount received under subsection (a)(2), a local educational agency may reserve not more than 2 percent for the direct administrative costs of carrying out the local educational agency’s responsibilities under this subpart.

Required Evidence

- Evidence previously submitted under indicator 4.1a (reimbursements, and application budget).

Interview Question

- Staff describes the procedures in place to ensure the LEA will not expend more than 2% for administrative costs.

Local Agency Response

N/A. Suffolk Public Schools does not allocate Title IV-A funds to administrative costs.

Evidence

127_23-24_title-4_part-a_amendment#4_9-25-2024.xlsm
127_Suffolk_title-4_part-a_app_2022-2023_amendment #1_3-27-2024.xlsm
127_Title IV_part-a_app_24-25_revision #1_8-16-2024.xlsm

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Yes No N/A

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4.3 The LEA complies with the supplement, not supplant provision of the Title IV, Part A, program.

Guiding Questions

4.3a What Title IV, Part A, activities did the LEA fund (partially and 100%) in the last two years? How does the LEA ensure that Title IV, Part A funds supplement the state or locally funded activities?

Sec. 4110 Funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

Required Evidence

- LEA's budget, inventory, or purchase orders for the last two years, for all activities funded by Title IV, Part A.
- LEA's budget, inventory, or purchase orders for all Title IV, Part A activities partially funded by another source.
- LEA's professional development plan and local budget for professional development.
- For any activities funded under Title IV, Part A that were previously funded using local or state funds, provide evidence that local funds are no longer available to support the activity.
- Job posting, job description, and employment start date (for funded position) for staff paid from Title IV, Part A funds.
- Project start date.

Interview Question

- LEA describes the process for ensuring Title IV, Part A funded activities are supplemental.

Local Agency Response

The LEA ensures that all Title IV, Part A-funded activities are supplemental through a thorough review process led by the Coordinator of Compensatory Programs. During grant application development, the coordinator evaluates data to determine the division's needs and assesses all proposed grant-funded activities.

For each purchase request, the coordinator conducts research—especially if the item or activity is new to the grant—to confirm its allowability and to ensure it has not been previously funded with local funds. The only position funded by Title IV funds is the Student Safety Specialist. Funding for this role began with the 2023-24 application, and the employee started on April 23, 2024. Additionally, all requested purchases are reviewed in collaboration with the appropriate department to verify that they are supplemental in nature and do not supplant existing funding.

Evidence

2022-2023 Title IV A SAO and Private Schools.xlsx

2023-2024 Title IV A SAO and Private Schools.xlsx

Memo & Job Description_School Safety Specialist.pdf

PL Budget_22-23.pdf

PL Budget_23-24.pdf

SPS Professional Learning Plan_Destination 2028.xlsx

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

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State Educational Agency Response

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Sufficient Documentation

Yes

No

N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

4.4 The SEA ensures that the LEA encumbers and draws down funds in a timely manner.

Guiding Question

4.4a How does the LEA ensure a timely drawdown of funds? What is the process and timeline used by the LEA for encumbering and submitting reimbursements?

Required Evidence

- Accounting records
- Written accounting procedures

Interview Question

- Staff describes the fiscal process of the grant life cycle.

Local Agency Response

The fiscal process of the grant life cycle involves continuous collaboration between the Coordinator of Compensatory Programs and the Finance Department to ensure accurate and timely financial management. The Coordinator reviews the monthly federal expense report from the Finance Department, aligning it with internal records to track expenditures.

Every purchase made through the grant is reviewed and approved by the Coordinator to ensure allowability and availability of funds. Once purchases are made, the Accounts Payable Department processes reimbursements approximately two months later, using detailed expenditure reports and supporting documentation from Alio Intelligence. Before submission, reimbursement requests are sent to the Coordinator for final review and approval to verify accuracy of descriptions and proper funding categorization.

To ensure timely fund utilization, the Coordinator communicates with private schools and various departments about remaining balances and upcoming spending deadlines. Meetings with the Finance Department are held as needed to discuss grant closure and full fund utilization before the September 30th deadline.

Evidence

SCA Balances 2-16-2024_email.pdf
Title IV 513 Reimbursement for June_email review.pdf
Title IV A (Safe & Healthy)_Balances as of 11-20-2024_email.pdf
2022-2023 Title IV A SAO and Private Schools [513].xlsx
Federal Expense Report _May 31, 2024.pdf
Grant Meeting with Finance_calendar invite.pdf
SCA Balances - Title II & Title IV-A _2-16-2024.pdf
Title IV_513 closeout email.pdf
Title IVA Federal Expense Report for June 2024.pdf
Title IVA Federal Month-to-Date Alio Intelligence Report - June 2024.pdf
Title IVA OMEGA report - June 2024.pdf

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

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Sufficient Documentation

Yes

No

N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

Guiding Question

4.4b Did the LEA claim 100% of the funds from each of the previous two grant cycles? If not, what percentage of funds have been unclaimed from each of the previous two years?

Required Evidence

- OMEGA Spend-down Calendar Report (Evidence is accessible by department of education staff)

Interview Question

- N/A

Local Agency Response

Yes, Suffolk City Public Schools has fully spent and requested reimbursement for 100% of the funds from the 2021-2022 and 2022-2023 Title IV-A grant cycles.

Evidence

OMEGA_ Spend Down Report_2021.pdf

OMEGA_ Spend Down Report_2022.pdf

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State Educational Agency Response

Click or tap here to enter text.

Sufficient Documentation

Yes No N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

4.5 Does the LEA ensure that it is in compliance with federal and state travel regulations?

Guiding Question

4.5a What is the LEA's procedure for the approving travel funded by Title IV, Part A?

Required Evidence

- Written procedure for approving travel in compliance with GSA or division policies
- Travel Requests
- Travel Vouchers
- Conference Agendas

Interview Question

- Staff describes the process used to approve and reimburse travel.

Local Agency Response

The approval and reimbursement of travel follow division policies outlined in the Superintendent's yearly memo, which specifies travel policies and procedures. For meals, the daily allowance is based on local funding, while federal funds used for travel reimbursement through the Title IV-A grant adhere to the GSA per diem rates, as noted in Section 3-1.2 of the SPS School Board Regulation Manual.

For professional leave involving Title IV-A funds, the process begins with the coordinator reviewing the professional leave form, including the conference details and topics being presented, to ensure alignment with Title IV objectives. The appropriate account numbers are assigned and initialed by the coordinator. The professional leave form must then be signed by the staff member's supervisor, the coordinator's supervisor, and the Chief Academic Officer of Suffolk Public Schools.

When submitting travel vouchers for Title IV-A-funded travel, staff receive an email from the coordinator with detailed instructions for completing the voucher. The travel voucher must include all required documentation, such as itemized receipts, driving directions to document mileage, and meal expenses within GSA per diem rates. The coordinator reviews the travel voucher for accuracy, allocates the expense to the appropriate account, and logs it into the corresponding spreadsheet.

The completed travel voucher is then signed by the staff member's supervisor, the coordinator's supervisor, and the Chief Academic Officer before being sent to the finance department for processing and reimbursement.

Evidence

DCJS Campus Safety Forum_PRQ,Agenda,PL Forms,Travel Vouchers.pdf

Email_VSTE Conference_Travel Voucher.pdf

Principal's Memo 096_Mileage Rate_Travel Voucher Requirements_Itinerant Travel Reimbursements 2025.pdf

VSTE Conference_PRQ, PL Form, Travel Voucher.pdf

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

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State Educational Agency Response

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Sufficient Documentation

Yes

No

N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

4.5 Does the LEA ensure that financial records (such as application, amendments, budget transfers, purchase orders, invoices, etc...) are maintained in compliance with the Library of Virginia's records retention policy?

Under Code of Virginia § 42.1-85, the Library of Virginia (LVA) has the authority to issue regulations governing the retention and disposition of state and local public records. In keeping with the Code's mandate, LVA has developed records retention and disposition schedules outlining the disposition of public records.

Guiding Question

4.5b What is the LEA's procedure for the review and destruction of records?

Required Evidence

- Written procedure

Interview Question

- Staff describes the process used to maintain, store, and destroy records.

Local Agency Response

All applications, amendments, budget transfers, purchase orders, invoices, and financial records are maintained at the school administrative offices and within online financial retrieval systems such as Alio, Bank of America, and Etrieve. Records are stored and managed in accordance with Suffolk Public Schools' state record retention requirements and are only disposed of after meeting the required retention period. The retention schedule is accessible to all staff via the division staff website.

Evidence

SPS Record Retention Schedule.pdf

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State Educational Agency Response

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Sufficient Documentation

Yes No N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

Equitable Services

Sec. 4016 (e) (2) (B) comply with section 8501 (regarding equitable participation by private school children and teachers);

5.1 The LEA complies with the provisions of Title IV, Part A, regarding timely and meaningful consultation with private schools.

Guiding Questions

5.1a What process does the LEA use to identify, contact, and consult with private schools within the division's geographic area? How are meaningful consultation meetings conducted? What information is shared during consultation meetings?

Required Evidence

- Samples of the search process and results
- 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
- Affirmation of Consultation
- List of private schools within geographic boundaries

Interview Question

- Staff describes the process for identifying and notifying private schools on the availability of equitable services funded by Title IV, Part A.

Local Agency Response

The process for identifying and notifying private schools about the availability of equitable services funded by Title IV, Part A begins in late winter or early spring each year. The Coordinator of Compensatory Programs conducts a search for private schools in the Suffolk area and sends an invitational letter via email and certified mail to inform them of the opportunity to participate.

A virtual informational meeting is held a few weeks later to provide an overview of the Title IV-A program. During this meeting, the Coordinator reviews the program's purpose, requirements, and available services through a slide deck presentation, ensuring private school officials have a clear understanding of the program's objectives and expectations.

Following the general informational session, individual consultation meetings are scheduled with each private school. These one-on-one meetings allow for a more detailed discussion of the school's specific needs and how Title IV-A services can support them.

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

Evidence

- 22-23 Intent to Participate_SCA.pdf
- 22-23 NSA Invitational Letter.pdf
- 22-23 SCA Invitational Letter.pdf
- 22-23_NSA_Affirmation of Consultation of Transferability.pdf
- 22-23_NSA_Consultation & Obligations Contract.pdf
- 22-23_Private Schools Equitable Services Meeting Agenda.pdf
- 22-23_Private Schools Equitable Services Meeting Sign In.pdf
- 23-24 Certified Mail Receipt_SCA.pdf
- 24-25 Intent to Participate_NSA.pdf
- 24-25 Invitational Letter _within Suffolk.pdf
- 24-25 SCA Affirmation of Consultation & Agreement of Services.pdf
- 24-25_SCA_Affirmation of Consultation for Transferability.pdf
- Email_ Montessori Academy.pdf
- Email_22-23 SCA Invitational Letter.pdf
- Email_24-25 NSA Invitational Letter.pdf
- Search Results for Private Schools.pdf

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Sufficient Documentation

Yes No N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

Guiding Question

5.1b Has the LEA established an agreement of services with private school officials on how and what services will be provided?

Required Evidence

- Signed Agreement of Services
- Meeting agendas, sign-in sheets, and minutes
- Other evidence of how services will be provided and availability of funds

Interview Question

- Staff describes the process for providing information to private school officials regarding the purpose and requirements for this program.
- Staff discusses types of services provided to private schools.
- Staff discusses the established timelines for providing services.

Local Agency Response

During the initial private school meeting in late winter or early spring each year, the Coordinator of Compensatory Programs reviews the purpose and requirements of the Title IV-A program. This information is presented through a slide deck, ensuring that private school officials clearly understand the program's objectives and expectations.

At this meeting, the Coordinator also provides an overview of the types of services available to private schools. These services are discussed broadly to ensure schools are aware of the support they can receive. Following this, the Coordinator meets individually with each private school to discuss specific services tailored to their needs, based on school data and priorities.

Timelines for services are presented during both the initial meeting and the individual follow-up meetings. Private school officials are reminded of key deadlines, including when funds must be spent, to ensure proper planning and utilization of allocated resources.

Evidence

Nansemond Suffolk Academy_22-23 Consultation & Obligations Contract_12-16-2022.pdf
Nansemond Suffolk Academy_Consultation & Obligations Contract_inital_2022-23.pdf
24-25 Title IV ALlocation Update_NSA
5-5-22 NSA Meeting Sign In-Sheet.pdf
5-9-22 SCA Meeting Sign In-Sheet.pdf
Initial PS Meeting Invite_4-2022.pdf
NSA Meeting Invite_5-5-2022.pdf
NSA Private Schools Equitable Services Meeting Agenda (Application Planning)/Minutes 5-5-2022.pdf
NSA_Affirmation of Consultation of Transferability_22-23.pdf
Private Schools Equitable Services Meeting Agenda/Minutes_April 2022.pdf

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

PS Initial Meeting Sign In Sheet_4-2022.xlsx

SCA Meeting Invite_5-9-2022.pdf

SCA Private Schools Equitable Services Meeting Agenda (Application Planning)/Minutes 5-9-2022.pdf

SCA_22-23 Consultation & Agreement of Services_12-13-2022 .pdf

SCA_Affirmation of Consultation for Transferability_22-23.pdf

SCA_Obligations Contract Agreement of Services_SCA_22-23.pdf

SPS Equitable Services Presentation_April2022.pdf

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Sufficient Documentation

Yes

No

N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

5.2 The LEA obligates and administers funds properly on behalf of private schools during the fiscal year the funds were received.

Guiding Questions

5.2a What is the process and timeline used by the LEA 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 LEA for procurement of services on behalf of private schools?

Required Evidence

- Communications outlining timelines and value of services
- Payments to service providers or reimbursements to individual teachers
- Copies of purchase orders or service agreements for private school services
- Has the LEA ensured that participating private schools have expended the proportionate share of funds as agreed?
- Release of obligation, if applicable

Interview Question

- Staff describes the process for private school expenditure and reimbursement of funds.

Local Agency Response

The process for private school expenditure and reimbursement of funds begins with individual consultation meetings in the spring. During these meetings, the coordinator meets with each private school to outline tentative Title IV allocations based on application development, discuss the school's needs, and complete the agreement of services and proposed spending plan for the upcoming year. Private schools are reminded that all funds must be spent within 15 months (July 1 – September 30 of the following year), though a spending deadline of August 1 (13 months) is typically encouraged.

In September, private schools receive notification of their final allocation and approval of the application. If there is an increase in funding, the coordinator notifies the school and discusses how they would like to allocate the additional funds. Private school expenditures are tracked separately on the internal Title IV-A spreadsheet, and throughout the year, the coordinator provides updates via email on current balances for the grants in which the private schools participate.

When a private school wishes to make a purchase, they email the coordinator and administrative assistant with the request, including the purchase requisition and supporting documentation. The coordinator processes the request and submits it through the same approval process used for division expenditures under the grant. If the purchase includes items that require inventory tracking, the items are delivered to the division office, where the private school picks them up and signs for receipt.

Reimbursement requests for private school expenditures in OMEGA follow the same procedures as those for division expenditures.

Evidence

Email_SCA-23-24 Allocation Balances as of 11-16-2023.pdf

Email_NSA_24-25 Title II & Title IV Applications & Allocations.pdf

Email_NSA_PRQ.pdf

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

Email_NSA_Title IV-A Allocation increase.pdf

PRQ_NSA_Zaner Bloser.pdf

PRQ_SCA_Renaissance.pdf

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Sufficient Documentation

Yes

No

N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

5.2b Did the LEA clearly delineate reimbursements submitted on behalf of the private schools in OMEGA? Was the full value of services provided to each participating private school from the previous two grant cycles? If not, was a release of obligation requested from the department? What percentage of funds set-aside for private schools from the previous two grant cycles have been encumbered/provided?

Required Evidence

- OMEGA reimbursements for private school activities

Interview Question

- N/A

Local Agency Response

Reimbursements for private school expenses clearly specify that they are designated for a private school, such as Nansemond-Suffolk Academy or Suffolk Christian Academy. The full value of services was provided to each private school during the previous two grant cycles, as documented in the internal spreadsheets for 2021-2022 and 2022-2023. Additionally, 100% of the set-aside funds for the private schools for these grant cycles have been fully provided.

Evidence

2021-2022 Title IV A SAO and Private Schools .xlsx

2022-2023 Title IV A SAO and Private Schools [513] (1).xlsx

OMEGA_Reimbursement Request_NSA_2022-2023 funds.pdf

OMEGA_Reimbursement Request_SCA_2022-2023 funds.pdf

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Sufficient Documentation

Yes No N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

5.3 The LEA retains control of and includes an inventory of fixed assets for any equipment purchased with Title IV, Part A, funds on behalf of private schools.

Guiding Question

5.3a What is the process used by the LEA for the maintenance of materials to be used by the private school with Title IV, Part A, funds?

Required Evidence

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

Interview Question

- Staff describes the process for tracking of non-consumable materials/equipment purchased on behalf of the private school(s).
- Staff describes the procedure for reclaiming non-consumable materials no longer used by the private school.

Local Agency Response

Non-consumable items purchased on behalf of private schools are delivered to the Suffolk Public Schools Administrative Office by the vendor. These items are logged into an inventory spreadsheet under the appropriate private school (NSA or SCA). Once the items are ready for pickup, the designated private school representative is contacted. At the time of pickup, both the public school and private school representatives sign for the items to document their transfer.

If a private school no longer uses non-consumable materials, the Title IV coordinator retrieves the items from the school. The retrieval is documented on the inventory spreadsheet to ensure accurate tracking and accountability.

Evidence

Private School Inventory_Title II & IV.xlsx

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Sufficient Documentation

Yes No N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

5.4 The SEA ensures that the LEA has a written complaint procedure.

Guiding Question

5.4a Has the LEA informed the private school of the complaint procedure?

Required Evidence

- Copy of the complaint procedure with date and method of notification.

Interview Question

- Staff describes the complaint process for private schools.

Local Agency Response

During the initial private school meeting each spring, private schools opting to participate in federal funding attend virtually. During the meeting, the coordinator presents a PowerPoint that provides comprehensive information on equitable services for private schools. This includes a link to the Virginia Department of Education's (VDOE) complaint procedure (slide #85), as well as an explanation of the process and a reminder that the state ombudsman is always available for questions or concerns via email and phone. The presentation is made available to all participating private schools for their reference.

Evidence

22-23_Private Schools Equitable Services Meeting Agenda (April 2022).pdf

23-24_Initial Private School Meeting Documents.pdf

24-25_SPS Equitable Services Informational Meeting Agenda.pdf

SPS Equitable Services Overview_April2022.pdf

SPS Equitable Services Overview_March 2023.pdf

SPS Equitable Services Overview_March 2024.pdf

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Sufficient Documentation

Yes No N/A

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

Name of LEA: Suffolk City Public Schools

Name of Contact: Jennifer Conner

LEA Feedback

6.1: The SEA provides technical assistance to the LEA.

Guiding Question

6.1a What questions does the LEA have about the program? Are there specific professional development or technical assistance requests?

Interview Question

- Staff describes topics of interest or program areas where technical assistance would be beneficial.

Local Agency Response

Suffolk is grateful for the Title IV A funding that is provided to the division in order to support our students, staff, and school community. Currently the LEA has no questions regarding the Title IV-A program and does not require technical assistance at this time.

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Sufficient Documentation

Yes No N/A