



Title II Monitoring Procedures

Monitoring and Compliance Unit

Program Year 2025-26

Wednesday, September 10, 2025
10:00 AM

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Overview of Presentation

- Purpose of monitoring WIOA Title II funded programs
- Areas monitored during a comprehensive monitoring visit
- Selection process for comprehensive monitoring
- Pre-monitoring activities
- On-site and virtual review activities
- Post-monitoring activities
- Monitoring timeline
- 2025-26 CCR Comprehensive Monitoring Moodle Course
- 2025-26 Monitoring Manual

What are the Title II monitoring Federal regulations?

- Federal regulations require pass through entities to monitor sub-recipient grantees.
 - In this case, the pass-through entity is the North Carolina Community College System.
- All Title II funded programs are required to be monitored either in-person, or virtually.
 - The College and Career Readiness Section does a combination of in-person and virtual monitoring.



What is the Purpose of Title II Monitoring?



1. Ensure local providers meet the Adult Education and Family Literacy Act (AEFLA) requirements;
2. Improve the quality of Federally funded activities;
3. Provide programs with assistance in identifying and resolving Title II accountability problems and;
4. Ensure the accuracy, validity, and reliability of data collection and data reporting, as well as policies and procedures for program accountability.

What are the comprehensive areas of review?



Compliance

Federal/Matching Funds and Reporting

- Program Operations and Fiscal Management
- General Fiscal Management
- Time and Effort Reports
- Equipment



Instruction

Traditional, Hybrid and Completely at distance

- Sufficient intensity and quality
- Evidence-based lesson planning
- Use of technology
- Well-trained instructors
- Provide learning in context



Performance

Data entered correctly and in a timely manner

- Workflow, Data Quality
- Understanding Student Data
- Evaluating Student Program
- Program Performance



Management

Administrative personnel understanding

- Serving students with disabilities
- Serving English Language Learners
- Past effectiveness
- Annual Program Evaluation
- Intake and Retention

What are the criteria for selecting programs for comprehensive monitoring?

Providers are chosen for comprehensive monitoring based on several criteria:



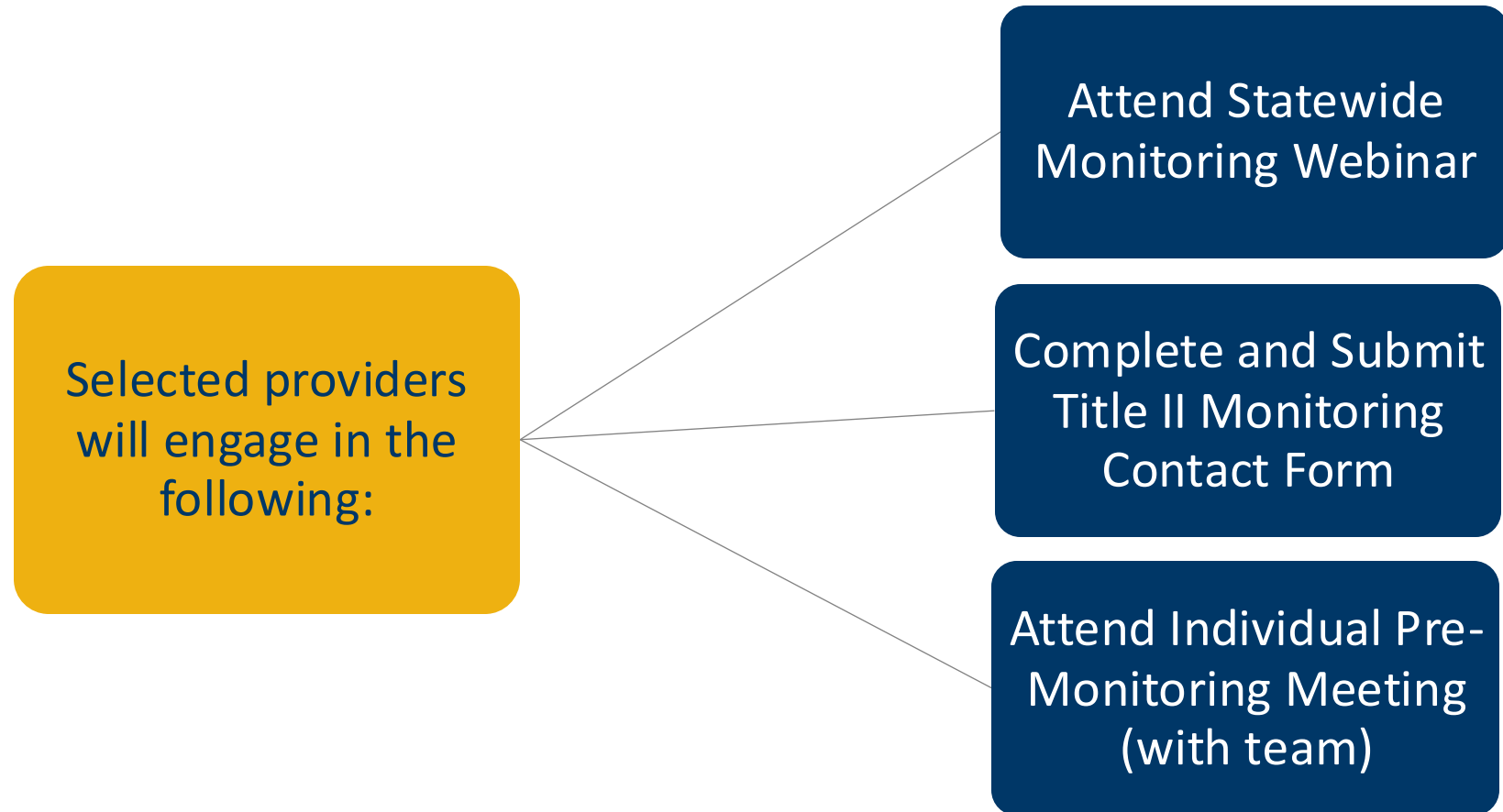
1. Measurable Skill Gains (MSGs) 2025_12 Power BI
2. Second Quarter Employment Exit Rate
3. Retention 2025_12 Power BI
4. Director's Experience, points received if greater than 3 years of experience
5. Time since last monitoring.
6. On a Corrective Action Plan in the last five years
7. Timely Reporting
 - a) XDBRS
 - b) Time and Effort
 - c) Budget Submissions
 - d) Verifying data
8. Percentage of Budget Expended; must expand 90% of all the budgets combined
9. Federal and State Match larger than \$250,000 a year
10. Previous Audit Factor

Which Title II grants are monitored?

Providers selected for comprehensive monitoring will have **ONE** Title II grant evaluated.

- The following grants will be reviewed this year:
 - Section 231 of the Adult Education and Family Literacy Act (AEFLA)
 - Section 243 of Integrated English Literacy and Civics Education
 - Section 225 of Corrections Education

What are pre-monitoring activities?



What are the document submission requirements?



Providers will upload all required monitoring documentation **30** days prior to their agency's scheduled comprehensive monitoring visit.



Providers will adhere to page limit specifications.

What is the documentation review process?



For 2025-26 program year, Title II providers will submit documentation via the Moodle portal.

1. Providers will upload **ALL** documentation in the Moodle portal as described in the subsequent slides.
2. The CCR State Office Monitoring Team will review the information uploaded in the Moodle portal.
3. Providers may be contacted on as needed basis regarding submitted documentation.

What is the classroom observation review?

The CCR State Office Team will use the



Observational Instructional Checklist tool to evaluate in-person and distance education classes.
The following categories will be reviewed:

Instructional
Category

Instructional
Techniques

Instructional
Presentation

Classroom
Environment

(ABE, ASE, ESL, AHS)

Title II Program Monitoring Checklist Outline

231 AEFLA Grant

The AEFLA monitoring checklist is divided into **five** modules:

- Module 1 - Instruction
- Module 2 - Program Practice
- Module 3 - Data and Performance Accountability
- Module 4 - Partnerships
- Module 5 - Financial Management

Title II Program Monitoring Checklist

243 IELCE Grant

The 243 IELCE Grant is divided into the following categories:

- Program Participants and Services
- Instructional Programs
- Integrated Education and Training
- IELCE Civics Education
- Workforce Prep Activities
- Professional Development
- Program Evaluation
- Data Workflow
- Financial Management

Title II Program Monitoring Checklist

225 Corrections Education Grant

The Corrections Education grant is divided into the following categories: Adult Education and Literacy

- Post-Release and Transition Services
- Integrated Education and Training
- Instructor Professional Development
- Program Evaluation
- Data Workflow
- Financial Management

Next Steps after Onsite or Virtual Monitoring Visit

Providers will engage in a virtual one-hour post-monitoring meeting to discuss their agency's monitoring **30** days after the onsite visit.

Providers will receive an official copy of their Title II Monitoring Report with their agency's monitoring results within **60** business days.

If a program is placed on a Corrective Action Plan, the provider will have **30** days to respond in writing using the template provided by the System Office.

The provider will complete and sign the Corrective Action Plan document.

Once the provider has remedied the required actions the Associate State Director for Monitoring and Compliance will sign the document indicated the CAP is closed.

If a provider does not have any Corrective Actions or Recommendations, the provider is not required to complete any further action. The provider will receive an official letter stating that there are no other actions required from the System Office.

If a provider receives a Recommendation, the provider will have **30 days** to respond in writing using the template provided by the System Office.

The provider will receive a closeout memo.

Commendations



Providers may receive comments about outstanding aspects of their agency's Title II program. Programs may receive comments of commendation in the following areas listed below:



Instruction, Program Practices, Data, Performance and Performance Accountability, Partnerships, and Fiscal Management.

Monitoring Distinction Levels

Recommendations:

The local provider has a detailed approach to providing instruction. They have presented all the necessary documentation to support their current instructional practices. However, their method for facilitating Title II program practices is ambiguous, and they have failed to present all the required documentation for program practices.

On the other hand, the provider has a detailed system for data quality and workflow. They have presented all the necessary documentation to support a comprehensive system for student intake, retention, and data collection.

Regarding partnerships, the provider's approach is ambiguous, specifically in relation to Title II. They have not presented all the required documentation that demonstrates quality partnerships.

Lastly, the provider's approach to program operations and fiscal management is ambiguous, and they have not presented all the necessary documentation to support sound fiscal management policies and procedures.

Outcome: The provider has received recommendations; however, they will NOT be placed on a Corrective Action Plan

Monitoring Distinction Levels

Corrective Action Plan

A Corrective Action Plan is necessary for the local provider due to incomplete instructional methods. The provider failed to present all necessary materials to support quality instructional practices and facilitate Title II program practices.

Additionally, the provider has an incomplete system for data quality and workflow, lacking documentation to support a comprehensive system for student intake, retention, and data collection.

In terms of developing partnerships related to Title II, the provider did not present all required documentation to demonstrate quality partnerships.

Furthermore, the provider lacks a complete method for program operations and fiscal management, as it failed to provide all necessary documentation to support sound fiscal management policies and procedures.

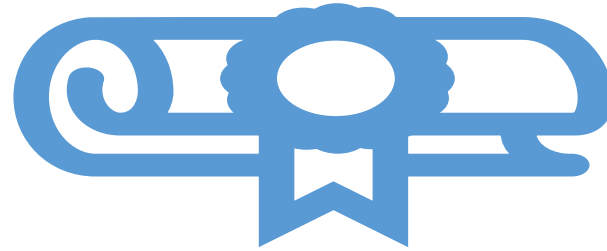
Outcome: The provider has findings in the areas of XX, which leads to the need for a Corrective Action Plan.

Monitoring Timeline

Activity	Dates
Comprehensive Monitoring Visits Announced	August 2025
CCR Monitoring Webinar held with selected providers	September 10, 2025
CCR Demonstration with Moodle	September 10, 2025
Providers place all required documentation in Moodle site	December 2025– March 2026
Providers engage in a Pre-Monitoring Meeting	November 2025 – March 2025
On-site or Virtual Comprehensive Monitoring Sessions Conducted	January 2026 – April 2026
Providers receive monitoring reports via email	April 2026 - July 2026
Providers engage in post-monitoring follow-up meetings	February 2026 - June 2026
Provider submits Corrective Action Plan to CCR Monitoring Moodle course, if required	May 2026 - August 2026
Corrective Action Plan followed up on, as needed, to resolve required actions within the designated time frame of the program year.	Ongoing

Please reference the [Comprehensive Monitoring Timeline Visual](#)

Moodle Information



Submit all documentation to
the 2025-26 College & Career
Readiness Comprehensive
Monitoring

Monitoring Data

The CCR State Office Monitoring Team will use information derived from the comprehensive monitoring sessions to complete the following:

1. Provide technical assistance
2. Provide programmatic oversight
3. Determine professional development

Questions?

You may send all inquiries in writing to:

Policy Inquires:

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Moodle Inquires Only:

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