COMMONWEALTH of VIRGINIA

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November 1, 2026

The Honorable Sam Rasoul, Chair
House Education Committee
201 North 9th Street, Room 910
Richmond, VA 23219

The Honorable Barbara A. Favola Chair,
Senate Education and Health General Assembly Building, Room 509
201 North 9th Street
Richmond, VA 23219

Dear Delegate Rasoul and Senator Favola:

On behalf of the Virginia Department of Education (VDOE), I am pleased to provide the enclosed report regarding the educator preparation program self-audit process established pursuant to Chapter 524 of the 2025 Acts of Assembly (House Bill 2053).

In accordance with the legislation, VDOE developed and distributed a self-audit tool for educator preparation programs to document their alignment with statutory requirements related to science-based reading research, evidence-based literacy instruction, and the identification of students at risk for learning disabilities.

The enclosed report summarizes the Department's implementation activities and the status of submissions received to date. These submissions provide an initial baseline of institution-reported practices. VDOE is continuing its review to assess the extent to which the submitted evidence demonstrates alignment with statutory requirements and to identify trends and opportunities for improvement across programs.

The Department will use this information, together with lessons learned through state and national partnerships, to inform a strengthened approach to educator preparation program review, reporting, and support. Our goal is to ensure that Virginia's future teachers are well prepared to deliver effective, evidence-based literacy instruction.

Thank you for your continued commitment to improving literacy outcomes for students across the Commonwealth.

Sincerely,



Jenna Conway
Superintendent of Public Instruction

EDUCATOR PREPARATION PROGRAMS TO COMPLETE A SELF-AUDIT OF VIRGINIA LITERACY ACT REQUIREMENTS

VIRGINIA DEPARTMENT OF EDUCATION

PREFACE

This report is prepared pursuant to Chapter 524 of the 2025 Acts of Assembly (House Bill 2053), which requires educator preparation programs offered by public and private institutions of higher education that had not been audited in accordance with subsection D of § 23.1-902.1 of the Code of Virginia as of July 1, 2025, to complete a self-audit addressing specified statutory requirements.

The legislation directs the Virginia Department of Education (VDOE) to develop and provide a rubric by September 1, 2026, to support institutions in evaluating their alignment with subsections B and E of § 23.1-902.1 and § 22.1-298.4 of the Code of Virginia. Covered institutions are required to report the results of their self-audits and plans for addressing identified gaps by November 1, 2026.

The self-audit requirement builds upon the Commonwealth's ongoing efforts to strengthen educator preparation and ensure that future teachers possess the knowledge and skills necessary to implement evidence-based literacy instruction.

This report describes the Department's approach to supporting the self-audit requirement, the status of implementation, and opportunities to strengthen educator preparation program review and continuous improvement.

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EXECUTIVE SUMMARY

Pursuant to Chapter 524 of the 2025 Acts of Assembly (House Bill 2053), the Virginia Department of Education (VDOE) developed and distributed a self-audit tool to educator preparation programs to assess their alignment with statutory requirements related to science-based reading research and evidence-based literacy instruction.

VDOE requested that institutions complete and return the self-audit, documenting how their programs address applicable requirements and identifying areas for improvement. Within the available timeframe, the Department has conducted initial reviews of submissions for completeness, where feasible. A more comprehensive analysis of the submissions is ongoing to identify trends across programs and determine the extent to which the evidence demonstrates alignment with statutory requirements.

The submissions will establish an initial baseline to inform VDOE's future approach to educator preparation program review, reporting, and support. Through participation in national networks, including the Council of Chief State School Officers' Instructional Materials and Professional Development Network and the National Council on Teacher Quality's Transforming Teacher Preparation State Education Agency Cohort, VDOE will continue exploring how to strengthen preparation programs' alignment with evidence-based literacy practices.

Implementation of the Self-Audit Requirement

In accordance with Chapter 524 of the 2025 Acts of Assembly, VDOE developed and distributed a self-audit tool to educator preparation programs subject to the legislative requirement. The tool asks institutions to identify relevant coursework and preparation experiences, provide evidence of alignment with applicable statutory requirements, and identify any gaps requiring further attention.

Institutions were asked to complete and return the self-audit. VDOE has conducted initial reviews of submissions for completeness where feasible within the reporting timeframe. The Department is continuing to compile and analyze submissions to identify overall trends, areas of alignment, and potential gaps across educator preparation programs.

The self-audits provide a baseline of institution-reported information. Additional review is necessary before VDOE can determine the extent to which the submitted evidence demonstrates compliance with the requirements of the Virginia Literacy Act.

Status of Self-Audit Submissions

To support implementation of Chapter 524 of the 2025 Acts of Assembly, VDOE identified educator preparation programs subject to the self-audit requirement, distributed the self-audit tool, and requested completed submissions from applicable institutions.

As of October 15, 2026, VDOE identified 144 approved programs across 36 institutions as requiring self-audits. Of these, 141 self-audits were submitted, representing 98 percent of required submissions. The Department has completed initial reviews for completeness where feasible within the reporting timeframe.

Table 1. Self-Audit Submission Status by Institution

Institution	Programs Requiring Self-Audit	Self-Audits Submitted
Averett University	2 Graduate	2 Graduate
Bluefield University	2 Undergraduate	2 Undergraduate
Bridgewater College	1 Undergraduate	1 Undergraduate
Christopher Newport University	1 Graduate	1 Graduate
Eastern Mennonite University	2 Undergraduate	2 Undergraduate
Emory and Henry University	2 Undergraduate, 4 Graduate	2 Undergraduate, 4 Graduate

Ferrum College	2 Undergraduate	2 Undergraduate
George Mason University	4 Undergraduate, 5 Graduate	4 Undergraduate, 5 Graduate
Hampton University	1 Undergraduate	1 Undergraduate
Hollins University	1 Undergraduate, 2 Graduate	1 Undergraduate, 2 Graduate
James Madison University	3 Undergraduate, 4 Graduate	3 Undergraduate, 4 Graduate
Liberty University	3 Undergraduate, 4 Graduate	3 Undergraduate, 4 Graduate
Longwood University	2 Undergraduate, 2 Graduate	2 Undergraduate, 2 Graduate
Mary Baldwin University	3 Undergraduate, 4 Graduate	3 Undergraduate, 4 Graduate
Marymount University	2 Undergraduate, 2 Graduate	2 Undergraduate, 2 Graduate
*Norfolk State University**	*2 Undergraduate, 2 Graduate*	*1 Undergraduate*
Old Dominion University	4 Undergraduate, 5 Graduate	4 Undergraduate, 5 Graduate
Radford University	5 Undergraduate, 6 Graduate	5 Undergraduate, 6 Graduate
Randolph College	2 Undergraduate, 2 Graduate	2 Undergraduate, 2 Graduate
Randolph Macon College	2 Undergraduate	2 Undergraduate
Regent University	2 Undergraduate, 2 Graduate	2 Undergraduate, 2 Graduate
Roanoke College	2 Undergraduate	2 Undergraduate
Shenandoah University	2 Undergraduate, 4 Graduate	2 Undergraduate, 4 Graduate
Sweet Briar College	1 Undergraduate, 1 Graduate	1 Undergraduate, 1 Graduate
University of Lynchburg	1 Undergraduate, 1 Graduate	1 Undergraduate, 1 Graduate

University of Mary Washington	2 Undergraduate, 3 Graduate	2 Undergraduate, 3 Graduate
University of Richmond	1 Undergraduate, 1 Graduate	1 Undergraduate, 1 Graduate
University of Virginia	3 Undergraduate, 3 Graduate	3 Undergraduate, 3 Graduate
University of Virginia's College at Wise	2 Undergraduate	2 Undergraduate
Virginia Commonwealth University	3 Undergraduate, 3 Graduate	3 Undergraduate, 3 Graduate
Virginia State University	3 Undergraduate, 2 Graduate	3 Undergraduate, 2 Graduate
Virginia Tech	1 Undergraduate, 2 Graduate	1 Undergraduate, 2 Graduate
Virginia Union University	2 Undergraduate	2 Undergraduate
Batten University formerly Virginia Wesleyan University	2 Undergraduate	2 Undergraduate
William & Mary	1 Undergraduate, 3 Graduate	1 Undergraduate, 3 Graduate
Rockbridge Consortium (Washington and Lee University, Southern Virginia University)	2 Undergraduate	2 Undergraduate
Totals	**Programs Requiring Self-Audit**	**Self-Audits Submitted**
	73 Undergraduate, 70 Graduate	**72 Undergraduate, 68 Graduate**

*Note: Submission counts reflect receipt of institution-reported self-audit documentation and do not represent an independent determination of program compliance. *Institutions with asterisks may be missing at least one submission.*

The following programs have not submitted for Norfolk State University-Elementary education preK-6 Graduate, Special Education-General Curriculum K-12, Undergraduate and Graduate. The Dean, the Director of the Office of Clinical Experiences and Student Services, along with the other support staff, will received an additional formal notification on October 16, 2026 underscoring the importance of submitting the required program materials for the VLA alignment. This communication also extended an offer of assistance and guidance to ensure the program submission is completed accurately and in accordance with established expectations and timeline. Norfolk State University indicated that they would submit these materials as soon as possible and before the November 1 absolute deadline.

The self-audits provide an initial baseline of how institutions report addressing Virginia's requirements for science-based reading preparation. VDOE is continuing to review submissions to identify trends across programs and determine the extent to which the evidence provided demonstrates alignment with applicable statutory requirements.

Additional time is necessary to complete this analysis. The Department will use the findings to inform the development of a more effective approach to educator preparation program review that includes clear evidence and reporting expectations, meaningful technical assistance, and opportunities for continuous improvement.

This work will be supported by VDOE's participation in the Council of Chief State School Officers' Implementation and Professional Development Network, including its educator preparation program working group, and Virginia's acceptance into the National Council on Teacher Quality's Transforming Teacher Preparation State Education Agency Cohort.

The Department's objective is to establish a more coherent system of accountability and support that helps educator preparation programs ensure future teachers develop the knowledge and skills necessary to deliver effective, science-based reading instruction.