

New Jersey Department of Education ▪ *Elementary and Secondary Education Act*
FY 2015-2016 *ESEA* Consolidated Monitoring Tool

**New Jersey Department of Education ▪ Elementary and Secondary Education Act
FY 2015-2016 ESEA Consolidated Monitoring Tool**

<u>COMPLIANCE RATING</u>		
Compliant <i>Strong evidence that supports approved application and compliance</i>	Partially Compliant <i>Limited evidence that supports approved application and compliance</i>	Noncompliant <i>No evidence to support approved application and compliance</i>
Subgrantee provides sufficient evidence identified for meeting the compliance requirement and implementation of the approved <i>ESEA</i> Consolidated Subgrant Application.	Subgrantee is able to provide limited evidence identified for meeting the compliance requirement and implementation of the approved <i>ESEA</i> Consolidated Subgrant Application.	Subgrantee is unable to provide sufficient evidence identified for meeting the compliance requirement and implementation of the approved <i>ESEA</i> Consolidated Subgrant Application.

**New Jersey Department of Education ▪ Elementary and Secondary Education Act
FY 2015-2016 ESEA Consolidated Monitoring Tool**

AREA I: FISCAL REQUIREMENTS – TITLE III LEP and Title III Immigrant							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PC	NC	C=Compliant; PC=Partially Compliant; NC=Non-Compliant
F1	Title III funds are used to supplement, not supplant, state and local funds in providing services to ELL and immigrant children and youth.	<i>ESEA §3115(g)</i>	<ul style="list-style-type: none"> Review expenditure reports, classroom schedules/rosters, invoices, purchase orders Documentation supports that Title III activities were used for supplemental activities and not to support a district's general operating budget or programs previously funded with local or other operating funds 				

**New Jersey Department of Education ▪ Elementary and Secondary Education Act
FY 2015-2016 ESEA Consolidated Monitoring Tool**

AREA II: PROGRAM REQUIREMENTS – TITLE III LEP and Title III Immigrant							
<input type="checkbox"/> Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PC	NC	C=Compliant; PC=Partially Compliant; NC=Non-Compliant
P1	All Title III funded teachers are fluent in English and any other language used for instruction.	<i>ESEA §3116</i>	<ul style="list-style-type: none"> Determine the languages of the students served Ensure that funded teachers have met requirements for teacher certification as appropriate. Ensure that funded bilingual or ESL teachers have met have met the language proficiency standard as evidenced by a bilingual or ESL certification. Documentation and teacher interviews verify that funded teachers are fluent in English and any other language used for instruction 				
P2	The district is in compliance with the parental notification requirements for ELLs.	<i>ESEA §3302</i>	<ul style="list-style-type: none"> Review the parent notification policy and procedures Documentation of correspondence sent to parents for initial identification and placement of student in a language instruction program Documentation of correspondence sent to parents for continuing participation in subsequent years 				
P3	Bilingual or ESL program uses instructional methodology that is scientifically based and proven to be effective.	<i>ESEA §3115(c)</i>	<ul style="list-style-type: none"> District staff discusses the rationale for selecting one or more activities over others and how those activities are scientifically-based and proven to be effective in meeting the goals of the program Interview district coordinator for bilingual/ESL or ELS services, 				

**New Jersey Department of Education ▪ Elementary and Secondary Education Act
FY 2015-2016 ESEA Consolidated Monitoring Tool**

AREA II: PROGRAM REQUIREMENTS – TITLE III LEP and Title III Immigrant							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PC	NC	C=Compliant; PC=Partially Compliant; NC=Non-Compliant
			administrators, and/or teachers to determine instructional methods used and the research basis for them				
P4	The English proficiency of the students served is annually assessed.	<i>ESEA §3116</i>	<ul style="list-style-type: none"> Documentation that demonstrates that all ELLs are assessed annually with the ACCESS for ELLs test including students whose parents have declined services. Check samples from a list of ELL students enrolled during the testing window to ensure all enrolled students are tested 				
P5	<p>Title III subgrantees must use Title III funds to conduct professional development activities that are: based on scientific research; effective in improving participants’ understanding of the use of curricula, assessment measures, and instructional strategies for ELL students; and of sufficient intensity and duration to have a lasting impact on teachers’ classroom performance.</p> <p>Professional development should include:</p> <ul style="list-style-type: none"> Content teachers Principals Administrators Community-based organizational personnel 	<i>ESEA §3115(c)</i>	<ul style="list-style-type: none"> Documentation showing that professional development plan is designed to improve the English language proficiency and academic achievement of ELLs, and that PD activities are based on scientific research Interview coordinator to determine the professional development activities implemented are based on scientific research and sustain the academic rigor to improve English language proficiency and academic achievement for ELL students 				

**New Jersey Department of Education ▪ Elementary and Secondary Education Act
FY 2015-2016 ESEA Consolidated Monitoring Tool**

AREA II: PROGRAM REQUIREMENTS – TITLE III LEP and Title III Immigrant							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PC	NC	C=Compliant; PC=Partially Compliant; NC=Non-Compliant
P6	District uses Title III funds to supplement the language assistance program required by law and code, and for approved purposes and activities.	<i>ESEA §3115</i>	<ul style="list-style-type: none"> Review district application and expenditure report Documentation verifies that district expenditures are for activities consistent with the purposes of the law and the district's approved plan 				
P7	If applicable, district uses Title III immigrant in accordance with the allowable uses in law and code, and for approved programs and services that address the unique needs of immigrant students and their families. District uses immigrant funds for purposes and activities that serve the unique needs of immigrant students and are distinct from the Title III-LEP program	<i>ESEA §3115(g)</i>	<ul style="list-style-type: none"> Number of immigrant students being served by the subgrantee for the current year and the previous two years List of the district's immigrant students by country/place of birth, district enrolment date, and date of first enrolment in US school Documentation of activities funded with Title III immigrant funds, including: agendas, sign-in sheets, participant lists, purchase orders, invoices, calendar of events 				
P8	If the district has not met any one or more of the Title III AMAOs they must have sent a letter notifying parents of ELL students.	<i>ESEA §3122</i>	<ul style="list-style-type: none"> Review list of districts that did not meet AMAOs in the previous school year District provides copies of notification letters 				
P9	If the district has been alerted that they have not met the Title III AMAOs for two or more consecutive years, they must have developed, submitted to the NJDOE and implemented an improvement plan.	<i>ESEA §3122</i>	<ul style="list-style-type: none"> Review list of Title III districts that have not met AMAOs for 2 consecutive years; review district plan Interview coordinator to determine activities from plan that have been implemented District provides a copy of the improvement plan submitted to the 				

**New Jersey Department of Education ▪ Elementary and Secondary Education Act
FY 2015-2016 ESEA Consolidated Monitoring Tool**

AREA II: PROGRAM REQUIREMENTS – TITLE III LEP and Title III Immigrant							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PC	NC	C=Compliant; PC=Partially Compliant; NC=Non-Compliant
			NJDOE and that the district is implementing improvement activities as stated				
P10	District complies with ESEA requirement regarding participation of ELL students and teachers in private schools under Title III.	<i>ESEA §9501</i>	Review: <ul style="list-style-type: none"> List of non-public schools within jurisdiction of school district that received Title III funds Evidence of consultations between district and private school officials Copies of communications regarding how students are served and how progress is measured Purchase orders to determine that instructional supplies and services purchased for nonpublic schools with Title III funds are being spent in accordance with authorized uses of the funds 				
P11	District meets the Title III requirement that districts monitor for two years the progress made by exited ELLs on content and achievement standards.	<i>ESEA §3120</i>	<ul style="list-style-type: none"> List of students that have exited in the past two years Documentation of correspondences, meetings, or formal documentation demonstrating monitoring of exited ELLs (sample of students from list of exited students) 				

New Jersey Department of Education ▪ *Elementary and Secondary Education Act*
FY 2015-2016 ESEA Consolidated Monitoring Tool

PROGRAM, COMPLIANCE AND FISCAL DOCUMENTS

TITLE III, LEP AND TITLE III IMMIGRANT			
<input type="checkbox"/>	Bilingual/ ESL Three Year Program Plan	<input type="checkbox"/>	Documentation of Private School Services
<input type="checkbox"/>	Documentation of Teacher Certifications for all Title III Funded Teachers	<input type="checkbox"/>	Expenditure Report for activities funded by Title III
<input type="checkbox"/>	Copy of Parent Notification Letter for Program Placement	<input type="checkbox"/>	Copy of Parent Notification Letter (District did not meet AMAO)
<input type="checkbox"/>	Documentation of ELL students assessed with the ACCESS for ELLs test and list of ELL students enrolled during the testing window	<input type="checkbox"/>	Copy of Title III Improvement Plan
<input type="checkbox"/>	List of the district's immigrant students by country/place of birth, district enrolment date, and date of first enrolment in US school	<input type="checkbox"/>	List of students and documentation of correspondences, meetings, or formal documentation demonstrating monitoring of exited ELLs for at least two years
<input type="checkbox"/>	Documentation supporting that Title III activities were used for supplemental activities		

New Jersey Department of Education ▪ *Elementary and Secondary Education Act*
FY 2015-2016 ESEA Consolidated Monitoring Tool

Appendix A: Components of High-Quality, Job-Embedded, and Content-Focused Professional Development Should:

1. Improve and increase teachers' knowledge of the academic subjects the teachers teach, that will enable teachers to teach and ultimately achieve high academic success.
2. Intentionally promote opportunities for shared professional growth experiences among all staff, which enhances the integration of curriculum, instruction and decreases isolation and fragmentation.
3. Involve all stakeholders in an on-going, inquiry-based process that alters the structure and culture of the school as an organization.
4. Be aligned with and directly related to the CCSS, state, and local assessments.
5. Include instruction in the use of data and assessments to inform and instruct classroom practice
6. Give teachers, principals, and administrators the knowledge and skills needed in order to provide students with the opportunity to meet challenging State academic content standards and high student academic achievement standards.
7. Expand opportunities to include formal and informal experiences (i.e. internships, aspiring principal networks, and curriculum resource teachers) for teacher leaders to participate in leadership responsibilities.
8. Include learning team models that build capacity among its staffers to make sound decisions regarding professional development, while providing structures and supports for collaboration in and between schools.
9. Focus directly on the identified root causes of achievement gaps in specified content areas.
10. Ensure that the evaluation of personnel and Professional Improvement Plans (PIPs) correlate with the instructional needs of students, the professional needs of individual staff members, and the projected long-term needs of the school and district.
11. Be of high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; not be one-day or one-shot offerings; rather, it should consist of follow-up training, mentoring, coaching and/or team meetings and support
12. Support the recruiting, hiring, training, and retaining of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification as well as the NJ HOUSE Matrix.
13. Be designed to give teachers English language learners, students with disabilities and other teachers and instructional staff, the knowledge and acquisition of skills needed to provide instruction and academic support services to those students, using the appropriate curricula and assessments.
14. To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach.

New Jersey Department of Education ▪ *Elementary and Secondary Education Act*
FY 2015-2016 ESEA Consolidated Monitoring Tool

15. As a whole, is regularly evaluated for its impact on increased teacher effectiveness and improved student academic achievement.
16. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.

The New Jersey Department of Education (NJDOE) prefers to use the term “Professional Development” to refer to the district’s system or program plan, and to use the term “Professional Learning” to refer to what individuals or teams actively do to improve their practice, as agents of their own learning. However, since ESEA law does not use the term “Professional Learning,” the NJDOE only uses the term “Professional Development” in this document.