

**NEW JERSEY DEPARTMENT OF EDUCATION**  
*The Elementary and Secondary Education Act (ESEA) Act*  
 2014-2015 Title I, Part A Monitoring Tool

<b>Date(s) of Visit:</b>		<b>Monitors:</b>	
<b>District:</b>		<b>District Address (including County):</b>	
<b>Chief School Administrator:</b>		<b>Business Administrator:</b>	
<b>Title I Project Director &amp; Staff:</b>			
Funding Sources	Program Status	Reserves	
Title I-A: \$	<input type="checkbox"/> Single Attendance Area	<input type="checkbox"/> Administration: \$	
Title I-A, SIA: \$	<input type="checkbox"/> Priority School(s)	<input type="checkbox"/> Preschool Program: \$	
Title I-D: \$	<input type="checkbox"/> Focus School(s)	<input type="checkbox"/> Homeless Student: \$	
	<input type="checkbox"/> Title I TAS Programs # _____	<input type="checkbox"/> Districtwide Instructional Program: \$	
	<input type="checkbox"/> Title I Schoolwide Programs # _____	<input type="checkbox"/> LEA Professional Development: \$	
	<input type="checkbox"/> Nonpublic Schools	<input type="checkbox"/> Title I-Parent Involvement: \$	
	<input type="checkbox"/> Community Eligibility Provision (CEP) Schools	<input type="checkbox"/> Choice-Related Transportation: \$	
		<input type="checkbox"/> Supplemental Educational Services: \$	
		<input type="checkbox"/> Teacher Incentives & Rewards: \$	
		<input type="checkbox"/> Priority/Focus Interventions: \$	
		<input type="checkbox"/> Neglected: \$	
		<input type="checkbox"/> Delinquent: \$	
<b>Fiscal Year of Last Carryover Waiver Request:</b>			

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<b><u>COMPLIANCE RATING</u></b>		
<b>Compliant</b> <i>Strong evidence that supports approved application and compliance</i>	<b>Partially Compliant</b> <i>Limited evidence that supports approved application and compliance</i>	<b>Noncompliant</b> <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 Consolidated Subgrant Application.	Subgrantee is able to provide limited evidence identified for meeting the compliance requirement and implementation of the approved Consolidated Subgrant Application.	Subgrantee is unable to provide any evidence identified for meeting the compliance requirement and implementation of the approved Consolidated Subgrant Application.

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AREA I: OVERARCHING REQUIREMENTS (OR)						
Compliance Requirement	Legal Authority	Evidence	Compliance Rating			Comments (Limited to Title I only)
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
<b>A. Needs Assessment</b>						
The district has convened meetings of its stakeholders to participate in the Needs Assessment process for the district plan in the <i>NCLB</i> Consolidated Application in EWEG.	<i>ESEA §1112, 1114</i>	Meeting minutes, sign-in sheets, agenda				
The Needs Assessment is supported by data and materials. If schools missed the <i>ESEA</i> Waiver – Annual Progress Targets indicated in the school profile, the Needs Assessment – Step 4 addresses the content areas and target populations.	<i>ESEA §1112, 2122, 3115, 6223</i>	<ul style="list-style-type: none"> <li>• Title I Schoolwide Plan/School Improvement Plan/Title I Program Plan in <i>NCLB</i> Consolidated Application, data, and materials used in the Needs Assessment process</li> <li>• Project Director and other appropriate staff interviews</li> <li>• <i>ESEA</i> Waiver – Annual Progress Targets indicated in the school profile and Needs Assessment – Step 4</li> </ul>				
Priority problem(s) are supported by the Needs Assessment process.	<i>ESEA §1112, 2122, 3115, 6223</i>	Priority problems to ensure they target the schools and students with the greatest need for services, as supported by the findings of the data-based Needs Assessment				
For the problems selected by the district, an adequate description is provided that identifies the target population, causes of the problem, identification of the data source, analysis of the data, areas to be measured, the measurement tool, specific school performance targets, prior year outcomes, and the person responsible for implementation.	<i>ESEA §1112, 2122, 3115, 6223</i>	<i>NCLB</i> Consolidated Application – Needs Assessment Step 4 – View/Edit page				

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<b>B. Program Plan</b>						
Each of the specified programs, services, and/or activities in the <i>NCLB</i> Consolidated Application or subsequent amendment is being implemented.	<i>ESEA §1112, 2122, 3115, 6223</i>	<ul style="list-style-type: none"> <li>• <i>NCLB</i> Consolidated Application – Title I Program Plan and associated budget pages</li> <li>• Documentation (i.e. invitational letters/flyers, agenda, meeting minutes, sign-in sheets, evaluation results, etc.)</li> <li>• District accounting records</li> <li>• Project Director and other appropriate staff interviews</li> <li>• Class schedules</li> <li>• Teacher schedules</li> <li>• Time and activity reports</li> </ul>				
<b>C. Performance Reporting &amp; Targets</b>						
Baseline performance is specified for each priority problem and is supported by the Needs Assessment.	<i>ESEA §1112, 2122, 3115, 6223</i>	<ul style="list-style-type: none"> <li>• Baseline data is identified and is consistent with the findings of the Needs Assessment</li> <li>• Documentation (e.g., data bases, surveys, reports, evaluation results, focus group discussion outcomes, interview-consultation results)</li> <li>• Project Director and other appropriate staff interviews</li> </ul>				
For each selected problem, performance targets are specified for the next year and are supported by the Needs Assessment.	<i>ESEA §1112, 2122, 3115, 6223</i>	<ul style="list-style-type: none"> <li>• Documentation that supports there is a mechanism to measure and track performance for the next year</li> <li>• Project Director and other appropriate staff interviews</li> </ul>				

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		<ul style="list-style-type: none"> <li>• NCLB Consolidated Application – Title I Program Plan</li> </ul>				
For each performance target, the actual outcome is identified.	<i>ESEA §1112, 2122, 3115, 6223</i>	<ul style="list-style-type: none"> <li>• NCLB Consolidated Application – Title I Program Plan (the achievement of the performance targets using the outcomes specified by the measurement tool)</li> <li>• Documentation (e.g., databases, surveys, reports, evaluation results) supports that each performance target is being achieved as planned</li> </ul>				
D. Coordination and Participation						
Coordination occurs among all ESEA grant programs.	<i>ESEA §1112, 2122, 3115, 6223</i>	<ul style="list-style-type: none"> <li>• Program documentation that supports coordination as specified in the Consolidated section of the NCLB Consolidated Application</li> <li>• Project Director and other appropriate staff interviews</li> <li>• Meeting minutes</li> </ul>				
Programs are coordinated among the subgroups within the district.	<i>ESEA §1112, 2122, 3115, 6223</i>	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Project Director and other appropriate staff interviews</li> </ul>				
The district has demonstrated activities that support the timely, meaningful, and on-going consultation process with the nonpublic participants.	<i>ESEA §1112, 2122, 3115, 6223</i>	<ul style="list-style-type: none"> <li>• Documentation (invitational letters, agenda, meeting minutes, sign-in sheets, logs, Affirmation of Consultation forms, Title I Nonpublic Assurance form, Refusal of Funds forms) of consultation with officials of eligible nonpublic schools to comply with the</li> </ul>				

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<b>Compliance Requirement</b>	<b>Legal Authority</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments (Limited to Title I only)</b>
			<b>C</b>	<b>PP</b>	<b>NC</b>	<b>C=Compliant; PP=Partially Compliant; NC=Non-Compliant</b>
		required elements				
<b>E. Equitable Access</b>						
Equitable Access is ensured for all program participants (students, teachers, and other beneficiaries) regardless of gender, race, national origin, color, disability, or age.	<i>34 CFR Part 100;</i> <i>34 CFR Part 104;</i> <i>34 CFR Part 106;</i> <i>41 CFR Parts 61-741.5(a);</i> <i>45 CFR Part 90;</i> <i>P.L. 101-336</i>	<ul style="list-style-type: none"> <li>Demographic data regarding Title I students</li> <li>Project Director and other appropriate staff interviews regarding the types of accommodations needed to ensure equitable access for teachers, parents, etc.</li> </ul>				
<b>F. Consultation</b>						
The district has consulted with all required parties in the development and implementation of the funded programs and activities.	<i>ESEA §1112, 2122, 3115, 6223</i>	<ul style="list-style-type: none"> <li><i>NCLB</i> Consolidated Application: Consolidated Section – Other tab</li> <li>Documentation (invitational letters, agenda, meeting minutes, sign-in sheets) that all required parties were included in the consultation process</li> </ul>				
<b>G. Title IX: Access to High School Students and Information on Students by Military Recruiters</b>						
When requested, the district has provided junior and senior students' names, addresses, and telephone listings to military recruiters, college recruiters and employers.	<i>ESEA §9528</i>	Requests from military recruiters and district's response				
The district has distributed the "opt-out" form to parents and adult students.	<i>ESEA §9528</i>	Correspondence sent to parents and adult students				
The district maintains a record of parents and students who have requested to "opt-out" from complying with requests from military recruiters, college recruiters,	<i>ESEA §9528</i>	File of returned "opt-out" forms				

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and employers.						
H. Equipment and Related Property						
Property/equipment records are maintained that include a description, serial number, source, and acquisition cost and date.	OMB Circular A-87; EDGAR 80.32	Inventory records				
An inventory, up-dated within the last year, exists of equipment purchased with grant funds that includes the property record, its location, condition and, if it was disposed, the sale price or its fair market value.	OMB Circular A-87; EDGAR 80.32	<ul style="list-style-type: none"> <li>• Inventory records</li> <li>• Purchase orders</li> <li>• Receipts</li> </ul>				
Control systems are in place to prevent loss, damage, or theft.	OMB Circular A-87; EDGAR 80.32	<ul style="list-style-type: none"> <li>• Policies and procedures addressing the procurement, recording, custody, use, and disposition of Title I equipment</li> <li>• Lease agreements</li> </ul>				
Adequate maintenance procedures keep the property in good condition.	OMB Circular A-87; EDGAR 80.32	Policies, procedures, and other documentation addressing the procurement, recording, custody, use, and disposition of Title I equipment				

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<b>AREA II: FISCAL REQUIREMENTS – TITLE I</b>						
Compliance Requirement	Evidence	Compliance Rating			Comments	
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<b>A. Comparability: [ESEA §1120(A)(c)]</b>						
The district met the Comparability requirement.	Comparability Report, records to document salary schedule and policy, source documents to support calculations, and compliance procedures					
The Comparability report data is consistent with the district’s ASSA data.	<ul style="list-style-type: none"> <li>• Comparability Report</li> <li>• ASSA submission</li> </ul>					
<b>B. Carryover [ESEA §1127]</b>						
The district complies with the carryover provisions of Title I (i.e. for grant awards greater than or equal to \$50,000, not more than 15% of the grant award can be carried forward without an approved waiver once every three years).	<ul style="list-style-type: none"> <li>• Title I Final Expenditure Report and Title I Waiver Application</li> <li>• Carryover funds were designated for Restricted Reserves ( i.e. Parental Involvement, Priority/Focus Interventions) in subsequent <i>NCLB</i> Consolidated Application or amendment</li> </ul>					
The district requested (and received) a waiver from the SEA if the carryover exceeds 15%.	<ul style="list-style-type: none"> <li>• Title I Final Expenditure Report and Title I Waiver Application</li> <li>• District accounting records</li> </ul>					
The district did not carryover more than 15% of its allocation if the waiver request was denied.	<ul style="list-style-type: none"> <li>• Title I Final Expenditure Report Waiver detail and Title I Waiver Application</li> <li>• <i>NCLB</i> Consolidated Application or Amendment</li> </ul>					
<b>C. Title I School Allocations – Rank Order [ESEA §1113; 34 CFR Part 200 § 200.77-200.78]</b>						
The district only serves eligible schools in rank order and all schools above 75% poverty are served.	<ul style="list-style-type: none"> <li>• <i>NCLB</i> Consolidated Application: Eligibility Step 4</li> <li>• CAFR</li> </ul>					
Schools with poverty rates of 75% or higher receive a per-pupil allocation that is higher or equal to the per-pupil allocation in schools with a lower	<i>NCLB</i> Consolidated Application: Eligibility Step 4					

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poverty rate.						
The district indicates whether it has grouped school attendance areas by grade span for those schools that have a poverty rate of less than 75%.	NCLB Consolidated Application: Eligibility Step 3					
<b>D. Supplement Not Supplant [ESEA §1120A(b)]</b>						
<ul style="list-style-type: none"> <li>Title I funds are used to supplement, not supplant, state/local mandated programs/activities.</li> <li>The district can demonstrate that all schools received adequate state/local funds to operate their basic educational program.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase orders, expenditures, and OFAC audit reports</li> <li>CAFR</li> </ul>					
<b>E. Reserves: The district complies with requirements regarding the reservation of funds. [ESEA §1113, §1116, §1118]</b>						
<b>Administrative Costs:</b> The district is using no more than 5% of its allocation for costs related to administering the grant.	<ul style="list-style-type: none"> <li>NCLB Consolidated Application: Eligibility Step 4 &amp; Administrative Costs Tab</li> <li>District accounting records</li> </ul>					
<b>Priority/Focus School Interventions</b> (required if the district funds a Priority or Focus School): <ul style="list-style-type: none"> <li>The district has reserved up to a maximum 30% of its allocation for interventions in Priority and Focus Schools; and</li> <li>The funds are being used to benefit the Priority/Focus Schools only.</li> </ul>	<ul style="list-style-type: none"> <li>NCLB Consolidated Application: Eligibility Step 4</li> <li>District accounting records</li> <li>Project Director and other appropriate staff interviews</li> </ul>					
<b>Services to Specialized Populations:</b> The district has reserved funds necessary to provide services comparable to those provided to children in Title I-funded schools to serve the following populations and these funds are being used for the exclusive benefit of these students: <ul style="list-style-type: none"> <li>Homeless children (must reserve if students attend non-Title I school);</li> <li>Neglected children in local institutions (if appropriate); and</li> <li>N &amp; D children in community day schools and delinquent children in local institutions (if appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>NCLB Consolidated Application: Eligibility Step 4 and associated budget pages</li> <li>District accounting records</li> <li>Title I, Part D Subpart 1 or Subpart 2 plan in NCLB Consolidated Application or amendment</li> </ul>					
<b>Parental Involvement:</b> The district has reserved 1% of its allocation for parental involvement and at least 95% of those funds have been distributed to the schools (applies if allocation is \$500,000 or more).  If the school-level reserves not equitably allocated, the district is able to	<ul style="list-style-type: none"> <li>NCLB Consolidated Application: Eligibility Step 4; Parental Involvement School-level allocations tab; and associated budget pages</li> <li>District accounting records</li> </ul>					

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justify its allocation method.						
<b>F. Grant-Funded Staff, Services and Reimbursable Costs [OMB Circular A-87]</b>						
For partially funded positions documentation and interviews support the appropriate percentage of time dedicated to grant-funded activities.	<ul style="list-style-type: none"> <li>• Monthly time and activity reports</li> <li>• Class schedules</li> <li>• Teacher schedules</li> <li>• Master schedule</li> <li>• Project Director and other appropriate staff interviews</li> </ul>					
For fully funded positions documentation and interviews support the appropriate percentage of time dedicated to grant-funded activities.	<ul style="list-style-type: none"> <li>• Semi-annual time and activity reports</li> <li>• Class schedules</li> <li>• Teacher schedules</li> <li>• Master schedule</li> <li>• Project Director and other appropriate staff interviews</li> </ul>					
Only allowable services supporting grant objectives are charged as direct costs to the grant as approved in the budget.	<ul style="list-style-type: none"> <li>• Schedules of funded staff</li> <li>• General ledger for Fund 20 and all purchase orders for current year</li> <li>• CAFR</li> </ul>					
The costs for travel, meals, conferences, training, and other incidental costs conform to cost principles and the organization’s policies limiting these costs.	<ul style="list-style-type: none"> <li>• General ledger for Fund 20 and all purchase orders and final invoices for current year</li> <li>• Conference agenda</li> <li>• List of attendees</li> <li>• <i>N.J.A.C. 6A:23A-7</i></li> </ul>					
Travel costs, including transportation, lodging, subsistence, and other costs associated with travel status, are charged to the grant when travel is essential for carrying out grant objectives and when costs do not exceed charges allowed by the organization in its normal operations.	<ul style="list-style-type: none"> <li>• General ledger for Fund 20 and all purchase orders for current year</li> <li>• <i>N.J.A.C. 6A:23A-7</i></li> </ul>					

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Compliance Requirement	Evidence	Compliance Rating			Comments	
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Only memberships, subscriptions, and professional activities related to grant objectives are charged to the grant.	General ledger for Fund 20 and all purchase orders for current year					
Costs identified as unallowable by federal circular, statute, regulation, or prohibited by the <i>NCLB</i> Consolidated Application are not charged to the grant.	<ul style="list-style-type: none"> <li>• General ledger for Fund 20 and all purchase orders for current year</li> <li>• CAFR</li> </ul>					
<b>G. Consolidation of Funds in Title I Schoolwide Programs [ESEA §1114]</b>						
Funds are consolidated from allowable federal programs.	<ul style="list-style-type: none"> <li>• Project Director and other appropriate staff interviews</li> <li>• Schoolwide Plan(s)</li> <li>• CAFR</li> <li>• District accounting records</li> </ul>					
The total amount of federal funds consolidated (i.e. blended) for each grant year.	<ul style="list-style-type: none"> <li>• <i>NCLB</i> Consolidated Application – Budget Summary and 520-930 Schoolwide Blended Tab</li> <li>• Project Director and other appropriate staff interviews</li> <li>• CAFR</li> <li>• District accounting records</li> </ul>					
Semi-annual time and activity reports are certified (signed) by staff.	<ul style="list-style-type: none"> <li>• Project Director and other appropriate staff interviews</li> <li>• Time and Activity Reports</li> </ul>					

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<b>AREA III: PROGRAM REQUIREMENTS – TITLE I</b>					
<i>Assurances</i> <input type="checkbox"/> <b>Not applicable</b>					
<b>Compliance Requirement</b> [ESEA §1114-1116; ESEA §1120(A)(c); 34 CFR Subpart C; OMB Circular A-110]	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b> C=Compliant; PP=Partially Compliant; NC=Non-Compliant
		<b>C</b>	<b>PP</b>	<b>NC</b>	
The district works with each Title I school to develop and implement plans to ensure that each school meets its ESEA Waiver – Annual Progress Targets indicated in the school profile.	<ul style="list-style-type: none"> <li>• ESEA Waiver – Annual Progress Targets indicated in the school profile</li> <li>• Project Director and other appropriate staff interviews</li> <li>• Planning committee minutes and agenda</li> </ul>				
The district and eligible schools have funded programs/activities identified in the Title I program plan, which are allowable.	Title I Program plan and associated budget pages				
Budgeted funds are allowable under Title I and support the activities identified in the Title I program plan.	<ul style="list-style-type: none"> <li>• NCLB Consolidated Application</li> <li>• CAFR and OFAC Title I audit, if available</li> </ul>				
Only eligible schools are served.	<ul style="list-style-type: none"> <li>• NCLB Consolidated Application - Eligibility Step 4</li> <li>• District accounting records</li> </ul>				

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<b>AREA III: PROGRAM REQUIREMENTS – TITLE I</b>						
<b>Parent Involvement</b>						
<b>Compliance Requirement [ESEA §1111(h), §1118]</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b>	
		<b>C</b>	<b>PP</b>	<b>NC</b>	<b>C=Compliant; PP=Partially Compliant; NC=Non-Compliant</b>	
The district is using funds reserved for parental involvement on the NCLB Consolidated Application – Eligibility Step 4 (1% for grant over \$500,000 is required) to implement activities described in the application. (At least 95% of these funds are used at the school level).	<ul style="list-style-type: none"> <li>• NCLB Consolidated Application – Eligibility Step 4 and associated budget pages</li> <li>• Schoolwide Plan/School Improvement Plan</li> <li>• Parental involvement activity sign-in sheets, meeting agenda, meeting minutes etc.</li> <li>• Project Director and other appropriate staff interviews</li> </ul>					
The district has developed, in conjunction with parents, a written district parental involvement policy and has distributed the written policy to parents of participating students. The process involves parents on an ongoing basis.	<ul style="list-style-type: none"> <li>• Written district parental involvement policy and documents that support implementation and distribution of the policy</li> <li>• Documents that support the engagement of parents in the development and revision of the policy (i.e. agenda, meeting minutes)</li> </ul>					
The district has developed, in conjunction with parents, a written school level parental involvement policy and has distributed the written policy to parents of participating students. The process involves parents on an ongoing basis.	<ul style="list-style-type: none"> <li>• Written school level parental involvement policy and documents that support implementation and distribution of the policy</li> <li>• Documents that support the engagement of parents in the development and revision of the policy (i.e. agenda, meeting minutes)</li> </ul>					
The district has jointly developed a school-parent compact with parents of participating Title I students.	<ul style="list-style-type: none"> <li>• School-parent compact and the process of development that includes all participants.</li> <li>• Documents that support the engagement of parents in the development and revision of the policy (i.e. agenda, meeting minutes)</li> </ul>					
An annual meeting has been held for parents of participating children to inform parents of the Title I program.	<ul style="list-style-type: none"> <li>• Agenda, meeting minutes, and sign-in sheets of the annual meeting</li> <li>• Correspondence inviting parents to attend</li> </ul>					

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<b>AREA III: PROGRAM REQUIREMENTS – TITLE I</b>					
<b>Parent Involvement</b>					
<b>Compliance Requirement [ESEA §1111(h), §1118]</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b> C=Compliant; PP=Partially Compliant; NC=Non-Compliant
		<b>C</b>	<b>PP</b>	<b>NC</b>	
	annual meeting				
The district has provided parents of LEP and disabled students with opportunities for participation including providing information in a language and form that is understandable to the parents.	<ul style="list-style-type: none"> <li>Documentation to verify that parents of LEP and disabled students were provided an opportunity to participate and that all materials exist in a language that is understandable</li> </ul>				
Each Title I school meets the requirements of the Parents' Right-to-Know provision. (Letters were sent to all parents at the beginning of each school year informing them of their right to inquire about the qualifications of their child's teachers.)	<ul style="list-style-type: none"> <li>Parents' Right-to-Know letter</li> <li>Parental requests for teachers' and paraprofessionals' professional qualification information and the timely response by the school</li> </ul>				
Each Title I school notifies parents in a timely manner if that parent's child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet the Highly Qualified Teacher (HQT) requirements.	<ul style="list-style-type: none"> <li>Parents' Right-to-Know Initial and Follow-Up letters</li> <li>Personnel Files</li> <li>Staff Submission information via NJSMART (HQT status)</li> </ul>				
Parents/families of Limited English Proficient (LEP) students have been informed about how they can be involved in their child's education.	Written communication may include: newsletters, parent notices, brochures, and workshop and conference agenda in specific languages				
All required current notifications and documentation have been posted to the district's website to meet the broader dissemination requirement.	Documentation posted to district's website: <ul style="list-style-type: none"> <li>District Parent Involvement Policy</li> <li>School Level Parent Involvement Policy</li> <li>School-Parent-Student Compact</li> <li>Right-to-Know Letter</li> </ul>				

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<b>AREA III: SCHOOLWIDE PROGRAM REQUIREMENTS</b>						
<input type="checkbox"/> Not applicable						
<b>Compliance Requirement [ESEA §1114]</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b>	
		<b>C</b>	<b>PP</b>	<b>NC</b>		
<b>C=Compliant; PP=Partially Compliant; NC=Non-Compliant</b>						
The district has uploaded the Title I Schoolwide (SW)/School Improvement Plan (SIP) for each Title I school operating an approved schoolwide program.	NCLB Consolidated Application (SW plan/SIP)					
<p><b>Area 1: Comprehensive Needs Assessment and Priority Problems</b></p> <ul style="list-style-type: none"> <li>● The school convened meetings of its stakeholders to participate in the Needs Assessment process for the schoolwide plan.</li> <li>● The school has a comprehensive group of stakeholders that includes representatives from each of the following constituencies: <ul style="list-style-type: none"> <li>➤ Teachers;</li> <li>➤ Administrators;</li> <li>➤ Pupil personnel services;</li> <li>➤ Parents;</li> <li>➤ Community members; and</li> <li>➤ Students (if age-appropriate).</li> </ul> </li> <li>● For each schoolwide program, the comprehensive Needs Assessment is supported by data and materials.</li> <li>● For each schoolwide program, priority problem(s) are supported by the comprehensive Needs Assessment process.</li> <li>● For the priority problems selected by each schoolwide program, an adequate description is provided that includes the following: <ul style="list-style-type: none"> <li>➤ identifies the target population;</li> <li>➤ causes of the problem;</li> <li>➤ identification of the data source;</li> <li>➤ analysis of the data;</li> <li>➤ areas to be measured;</li> <li>➤ the measurement tool;</li> <li>➤ specific school performance targets;</li> <li>➤ prior year's outcomes, and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● SW plan/SIP</li> <li>● Documentation of the stakeholder composition and engagement (meeting schedules, invitational letter/flyer, meeting minutes, sign-in sheets, agenda)</li> <li>● Documentation used in the Needs Assessment process</li> <li>● Project Director and other appropriate staff interviews</li> <li>● NCLB Consolidated Application – Needs Assessment Step 4 – View/Edit page</li> <li>● ESEA Waiver – Annual Progress Targets indicated in the school profile</li> </ul>					

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➤ the person(s) responsible for implementation.					
<b>Area 2: Data Collection and Analysis</b> <ul style="list-style-type: none"> <li>Data collected and analyzed are from multiple sources (local assessments, state assessments, alternate assessments, etc.).</li> <li>School data are compared with district and state data.</li> <li>The data are used to identify at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive Needs Assessment documents (surveys, data charts, etc.) as indicated in the SW plan/SIP</li> </ul>				
<b>Area 3: Plan Development</b> <ul style="list-style-type: none"> <li>The SW plan/SIP was developed in consultation with the schools' stakeholder committees.</li> <li>The schools' stakeholder committees include parents and community representatives in the development and implementation of the SW plan/SIP.</li> <li>The district is providing technical assistance to the school in the development and implementation of the SW plan/SIP.</li> </ul>	<ul style="list-style-type: none"> <li>Schools' stakeholder committee documents (meeting schedules, invitational letter/flyer membership list, agenda, sign-in sheets, meeting minutes, etc.)</li> <li>Documentation that supports the engagement of parents in the development/revision and implementation of the SW plan/SIP</li> </ul>				
<b>Area 4: Instructional Strategies/Programs/Activities</b> <ul style="list-style-type: none"> <li>The SW plan/SIP addresses instructional strategies/programs/activities in the teaching of language arts literacy and math.</li> <li>The instructional strategies/programs/activities are aligned to the school's comprehensive Needs Assessment.</li> <li>The SW plan/SIP indicates how the strategies/programs/activities will be monitored for effectiveness throughout the school year and the person(s) responsible.</li> <li>The school uses scientifically based programs to address the selected problem areas.</li> <li>The SW plan/SIP includes annual measurable goals for each subgroup, including students with disabilities and limited English</li> </ul>	<ul style="list-style-type: none"> <li>Schools' stakeholder committee documents (invitational letter, meeting minutes, agenda, etc.)</li> <li>Documentation verifying the process for Identification of comprehensive needs</li> <li>NCLB Consolidated Application and associated budget pages to ensure costs are aligned to instructional strategies/programs/activities outlined in the SW plan/SIP</li> </ul>				

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<p>proficient students.</p> <ul style="list-style-type: none"> <li>The SW plan/SIP identifies activities to ensure that low-performing students are given effective, timely additional assistance.</li> <li>The SW plan/SIP identifies additional assistance and intervention strategies in language arts literacy and mathematics.</li> <li>The SW plan/SIP describes a process to evaluate the effectiveness of the academic assistance services and makes timely adjustments if a student continues to have difficulty.</li> <li>The SW plan/SIP identifies extended day opportunities.</li> </ul>					
<p><b>Area 5: Transition Plan</b></p> <ul style="list-style-type: none"> <li>The SW plan/SIP describes the process to assist preschool children in the transition from Early Childhood Programs (i.e., Head Start or other pre-school programs) to kindergarten.</li> <li>The SW plan/SIP describes the process to assist children in the transition from elementary to middle and/or middle school to high school.</li> </ul>	Schools' stakeholder committee documents (meeting minutes, agenda, sign-in sheets, etc.) as indicated in the SW plan/SIP				
<p><b>Area 6: Professional Development</b></p> <ul style="list-style-type: none"> <li>The SW plan/SIP includes high-quality ongoing professional development for: 1) teachers, 2) administrators, and 3) paraprofessionals.</li> <li>The professional development activities are differentiated to meet the needs of the teaching staff (non-tenured and tenured, new to grade level/assignment).</li> <li>The school monitors the inclusion of professional development strategies for integration in the classroom.</li> <li>The SW plan/SIP describes the mentoring program and how the district professional development supports the program.</li> </ul>	<ul style="list-style-type: none"> <li>Schools' stakeholder committee documents as indicated in the SW plan/SIP</li> <li>Classroom walk-through criteria/schedule</li> <li>Professional development documents (agenda, meeting minutes, sign-in sheets, budget detail, etc.)</li> </ul>				

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<b>Area 7: Parent Involvement</b> <ul style="list-style-type: none"> <li>• The SW plan/SIP explains how current parent involvement practices help increase students’ academic achievement.</li> <li>• The SW plan/SIP links parent involvement to the priority problems.</li> <li>• The SW plan/SIP identifies new parent involvement activities that will address students’ academic achievement.</li> <li>• The SW plan/SIP describes how the effectiveness of the new parent involvement activities will be monitored, as well as lists the person(s) responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools’ stakeholder committee documents</li> <li>• Documentation of parental involvement activities (flyers, agenda, handouts, meeting minutes, sign-in sheets, etc.)</li> </ul>					
<b>Area 8: Technical Assistance from the District</b> <ul style="list-style-type: none"> <li>• The technical assistance is targeted to priority problems identified in the comprehensive Needs Assessment.</li> <li>• The SW plan/SIP identifies a person responsible for ensuring the school receives technical assistance.</li> <li>• The district provides technical assistance and support or has identified an outside expert to provide technical assistance and support.</li> </ul>	Documentation of district activities engaging stakeholder committee in plan development and implementation					
<b>Area 9: Highly Qualified Staff, Recruitment and Retention</b> <ul style="list-style-type: none"> <li>• The SW plan/SIP describes how Title I funds are used as incentives for teachers.</li> <li>• The SW plan/SIP identifies the district’s and school’s actions to ensure that all teachers are highly qualified.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools’ stakeholder committee documents (meeting minutes, agenda, etc.)</li> <li>• Teachers’ schedules</li> <li>• District Policies</li> <li>• Position Control Roster</li> <li>• Staff Submission information via NJSMART (HQT status)</li> </ul>					

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<p><b>Area 10: Resource Allocation</b></p> <ul style="list-style-type: none"> <li>• The SW plan/SIP identifies the resources that will be allocated and reallocated to support the implementation of the referenced strategies and programs.</li> <li>• The resources are identified as state, federal, and/or local.</li> <li>• Only schools with approved SW plan/SIP are operating schoolwide programs and blending funds.</li> <li>• Title I SIA funds (if applicable) are used to support the implementation of the plan.</li> <li>• The districts can demonstrate that state/local funds are distributed equitably to all schools.</li> <li>• The district can demonstrate that all schools received adequate state/local funds to operate their basic educational program.</li> <li>• The district can document that the percentage of state/local funds supporting schoolwide programs has remained consistent as compared to the prior year.</li> </ul>	<ul style="list-style-type: none"> <li>• SW plan/SIP</li> <li>• NCLB Consolidated Application and associated budget pages</li> <li>• District accounting records</li> </ul>				
<p><b>Area 11: Plan Evaluation</b></p> <ul style="list-style-type: none"> <li>• Schools convened meetings with its stakeholders to evaluate SW plans/SIPs.</li> <li>• Schools collected and analyzed both formative and summative data as part of their evaluation.</li> <li>• Schools conducted both formative (processes) and summative evaluation (outcomes) activities.</li> <li>• Schools show evidence of making adjustments in the schoolwide program based on data from the plan evaluation.</li> </ul>	<p>Documentation of stakeholder committee meetings (invitational letter/flyer, meeting minutes, sign-in sheets, agenda, etc.) as indicated in SW plan/SIP</p>				

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<b>AREA III: PROGRAM REQUIREMENTS – TITLE I</b>					
<b>Targeted Assistance Programs</b> <input type="checkbox"/> <b>Not applicable</b>					
<b>Compliance Requirement [ESEA §1115]</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b>
		<b>C</b>	<b>PP</b>	<b>NC</b>	<b>C=Compliant; PP=Partially Compliant; NC=Non-Compliant</b>
<p><b>Eligible children meet these selection criteria:</b></p> <ul style="list-style-type: none"> <li>• Identified by the school as failing, or most at risk of failing, to meet the CCSS/NJCCCS;</li> <li>• In grades 3-12, are identified on the basis of multiple, educationally related, objective criteria established by the district and the school; and</li> <li>• In preschool through grade 2, students are identified solely on the basis of teacher judgment, interviews with parents, and developmentally appropriate measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of scientifically researched based instructional models</li> <li>• Entrance and exit criteria (by school)</li> <li>• School schedules and schedules for Title I staff and eligible students</li> <li>• Individual student benchmarks</li> </ul>				
<p><b>Consideration for eligibility is given to the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Head Start:</b> A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start, program, or in other preschool services under this title, is eligible for services under this part.</li> <li>• <b>Migrant Children:</b> A child who, at any time in the 2 years preceding the year for which the determination is made, received services under Part C is eligible for services under this part.</li> <li>• <b>Homeless Children:</b> A child who is homeless and attending any school served by the district is eligible for services under this part.</li> </ul>	<ul style="list-style-type: none"> <li>• Entrance and exit criteria (by school)</li> <li>• List of identified students</li> </ul>				

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<b>Targeted Assistance Programs</b> <input type="checkbox"/> Not applicable					
Compliance Requirement [ESEA §1115]	Evidence	Compliance Rating			Comments
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<p><b>The Title I targeted assistance program includes these components:</b></p> <p>a. Use program’s resources to help participating children meet the CCSS and NJCCC.</p> <p>b. Ensure that planning for students served under this part is incorporated into existing school planning.</p> <p>c. Use effective methods and instructional strategies, which incorporate scientifically based research that strengthen the core academic program of the school and include the following:</p> <ul style="list-style-type: none"> <li>➤ Give primary consideration to providing extended learning opportunities, such as an extended school year, before and after-school, and summer programs;</li> <li>➤ Help provide an accelerated, high quality curriculum, including applied learning;</li> <li>➤ Minimize removing children from the regular classroom during regular school hours for instruction provided under this part;</li> <li>➤ Conduct ongoing reviews of the progress of participating children and revises the targeted assistance program as needed.</li> </ul> <p>d. Coordinate with and support the regular education program, which may include the following:</p> <ul style="list-style-type: none"> <li>➤ Services to assist preschool children in the transition from early childhood programs such as Head Start or preschool services</li> </ul>	<p>a. Entrance and exit criteria (multiple educationally related objective criteria), student rosters matched to assigned Title I teachers, match between program and identified student needs</p> <p>b. Schools’ stakeholder committee documents (agenda, sign-in sheets, meeting minutes, etc.), description of how services will be delivered to identified students at each school, Intervention/remediation plan</p> <p>c. Documentation related to areas of deficiency tied to language arts literacy and mathematics, schedule of service delivery to eligible students or documentation of coordination of other programs that can help student academic intervention/remediation plan, lists of students, master schedules, and list of Title I teachers assigned to each student</p> <p>d. Schools’ stakeholder committee documents (agenda, meeting minutes, sign-in sheets, etc.); transition plan; PD plans that clearly define Title I-funded PD; PD timelines- including who, what, where, when PD will occur;</p>				<p>C=Compliant; PP=Partially Compliant; NC=Non-Compliant</p>

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<b>Targeted Assistance Programs</b> <input type="checkbox"/> Not applicable					
<b>Compliance Requirement [ESEA §1115]</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b>
		<b>C</b>	<b>PP</b>	<b>NC</b>	<b>C=Compliant; PP=Partially Compliant; NC=Non-Compliant</b>
<p>under Title I programs;</p> <ul style="list-style-type: none"> <li>➤ Instruction by highly qualified teachers;</li> <li>➤ Opportunities for professional development with resources provided under this part, (and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program);</li> <li>➤ Strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and</li> <li>➤ Coordination and integration of federal, state, and local services and programs, including programs supported under Title I, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</li> </ul>	<p>Parental Involvement Policy; description of programs; rosters; invitations; notices; flyers</p>				
<p>Professional Development is integrated as follows:</p> <ul style="list-style-type: none"> <li>• Integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts. Public school personnel who are paid with funds received under this part may: <ul style="list-style-type: none"> <li>➤ Participate in general professional development and school planning activities; and</li> <li>➤ Assume limited duties that are assigned to similar personnel who are not paid with Title I funds.</li> </ul> </li> <li>• Sufficient resources are devoted to carry out effective professional development activities (a school may enter into a consortium with another school to carry out such activities).</li> </ul>	<ul style="list-style-type: none"> <li>• Student assessment data</li> <li>• Documentation that confirms that PD directly relates to identified student and staff needs</li> <li>• District PD Plans</li> <li>• Agenda, sign-in sheets, meeting minutes</li> <li>• NCLB Consolidated Application and associated budget pages</li> <li>• District accounting records</li> </ul>				

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<b>AREA III: PROGRAM REQUIREMENTS – TITLE I</b>					
<b>Paraprofessionals <input type="checkbox"/> Not applicable</b>					
<b>Compliance Requirement [ESEA §1119]</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b>
		<b>C</b>	<b>PP</b>	<b>NC</b>	
Paraprofessionals hired after January 8, 2002, funded in whole or in part with Title I funds, possessed the education requirements of one of the following: completed two years of study at an institution of higher education; obtained an associate’s degree or higher; or received a passing score on the ParaPro formal assessment administered by ETS at the time of hire. <b>Note:</b> <i>This applies to all paraprofessionals in Title I schoolwide programs. For Title I targeted assistance programs, this applies only to those paraprofessionals paid in whole or in part with Title I funds.</i>	Credentials of the Title I-funded paraprofessionals				<b>C=Compliant; PP=Partially Compliant; NC=Non-Compliant</b>
Paraprofessionals employed prior to January 8, 2002, and are funded in whole or in part with Title I funds, complied with the above requirements no later than June 30, 2006.	Credentials of the Title I funded paraprofessionals				
Paraprofessionals in Title I schools work under the direct supervision of a highly qualified teacher.	<ul style="list-style-type: none"> <li>• Classroom assignments</li> <li>• Lesson plans</li> </ul>				

<b>AREA III: PROGRAM REQUIREMENTS – TITLE I</b>					
<b>Nonpublic Schools <input type="checkbox"/> Not applicable</b>					
<b>Compliance Requirement [ESEA §1112, 1118, 1120, 5142, 9501; 34 CFR §76.661, 200.64, 200.65, 200.78]</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b>
		<b>C</b>	<b>PP</b>	<b>NC</b>	
The district has reported the number of resident nonpublic school students in its attendance areas and the number of these students who are low-income.	<ul style="list-style-type: none"> <li>• NCLB Consolidated Application-Eligibility Step 1</li> </ul>				<b>C=Compliant; PP=Partially Compliant; NC=Non-Compliant</b>
There is evidence of district consultation with nonpublic school officials in all phases of planning for serving eligible nonpublic school students, including the following: <ul style="list-style-type: none"> <li>• The criteria for low-income (Title I Eligibility);</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of consultation with officials of eligible nonpublic schools to comply with the required elements (i.e. invitational letters, agenda, meeting minutes, sign-in sheets,</li> </ul>				

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		<b>C</b>	<b>PP</b>	<b>NC</b>	
<ul style="list-style-type: none"> <li>• How services will be identified for teachers and students</li> <li>• What services will be offered;</li> <li>• How, where, and by whom the services will be provided;</li> <li>• A thorough analysis of third-party providers;</li> <li>• How the services will be assessed and how the results will be used to improve services;</li> <li>• The size, scope, and amount of funds for equitable services; and</li> <li>• How and when consultation and decision-making occurs.</li> </ul>	<p>telephone logs, Affirmation of Consultation Forms, Title I Nonpublic Assurance form, Refusal of Funds forms)</p> <ul style="list-style-type: none"> <li>• Project Director and other appropriate staff interviews</li> </ul>				
<p>Consultation meetings among district and nonpublic school officials occur prior to the district making any decisions impacting the participation in Title I programs of eligible nonpublic school students, teachers, and families.</p>	<ul style="list-style-type: none"> <li>• Sign-in sheets and other correspondence</li> <li>• Project Director and other appropriate staff interviews</li> </ul>				
<p>Consultation meetings among district and nonpublic school officials continue throughout the implementation and assessment of the Title I programs and services for nonpublic school students.</p>	<ul style="list-style-type: none"> <li>• Documentation (i.e. invitational letters, agenda, meeting minutes, sign-in sheets, telephone logs)</li> <li>• Project Director and other appropriate staff interviews</li> </ul>				
<p>The district provides services and benefits to nonpublic school students that are comparable to services and benefits provided to public school students.</p>	<ul style="list-style-type: none"> <li>• Documentation of Title I nonpublic program components</li> <li>• Project Director and other appropriate staff interviews</li> </ul>				
<p>Only nonpublic school students in served attendance areas are served including “skipped” attendance areas.</p>	<ul style="list-style-type: none"> <li>• NCLB Consolidated Application-Eligibility Step 4</li> <li>• District records of served students</li> </ul>				
<p>The district provides equitable professional development opportunities for nonpublic school teachers.</p>	<ul style="list-style-type: none"> <li>• Documentation (i.e. agenda, meeting minutes, sign-in sheets)</li> <li>• NCLB Consolidated Application – Eligibility Step 4 and associated budget pages</li> <li>• Project Director and other appropriate staff interviews</li> </ul>				

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		<b>C</b>	<b>PP</b>	<b>NC</b>	
The district provides equitable participation to nonpublic school students if Title I-funded districtwide instructional programs are offered.	<ul style="list-style-type: none"> <li>• Documentation of Title I nonpublic program components</li> <li>• District accounting records</li> <li>• NCLB Consolidated Application – Eligibility Step 4 and associated budget pages</li> </ul>				
The district uses one of the following methods to collect poverty data on nonpublic school children: <ul style="list-style-type: none"> <li>• The same measure of poverty used to count public school children;</li> <li>• Surveys that protect the identity of nonpublic school families and whose results can be extrapolated if actual data are unavailable;</li> <li>• Comparable poverty from a different source, (e.g., TANF, tuition scholarship programs, etc.);</li> <li>• Proportionality; and</li> <li>• An equated measure.</li> </ul>	Surveys used to collect poverty data and results				
The district uses multiple, educationally related, objective criteria to identify nonpublic school children eligible to participate in Title I programs.	<ul style="list-style-type: none"> <li>• Affirmation of Consultation forms</li> <li>• Project Director and other appropriate staff interviews</li> <li>• Nonpublic school officials and staff interviews</li> </ul>				
Each of the specified activities for the nonpublic schools in the application or subsequent amendment is being implemented.	<ul style="list-style-type: none"> <li>• Project Director and other appropriate staff interviews</li> <li>• Nonpublic school officials and staff interviews</li> <li>• Purchase orders</li> <li>• NCLB Consolidated Application and associated budget pages</li> </ul>				
Title I services are provided by a district employee or through a third party contract.	<ul style="list-style-type: none"> <li>• Time and activity reports</li> <li>• Third party contracts</li> <li>• District accounting records</li> <li>• Project Director and other appropriate staff interviews</li> </ul>				

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<b>Compliance Requirement [ESEA §1112, 1118, 1120, 5142, 9501; 34 CFR §76.661, 200.64, 200.65, 200.78]</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b>  C=Compliant; PP=Partially Compliant; NC=Non-Compliant
		<b>C</b>	<b>PP</b>	<b>NC</b>	
The district controls and administers funds, as well as holds title to materials, equipment, and property purchased with Title I funds.	<ul style="list-style-type: none"> <li>• District accounting records</li> <li>• CAFR</li> <li>• Equipment Inventory (with serial #, model #, funding source, etc.)</li> <li>• Equipment labels identifying item as property of district</li> </ul>				
The district’s parent involvement programs, services, and/or activities include strategies for the inclusion of parents of nonpublic school children. Parent involvement activities must be equitable.	<ul style="list-style-type: none"> <li>• Parent involvement documentation</li> <li>• Documentation of Title I nonpublic program components</li> <li>• Project Director and other appropriate staff interviews</li> </ul>				
The district has a mechanism to assess the parental involvement needs of parents of nonpublic school students receiving Title I services.	<ul style="list-style-type: none"> <li>• Documentation of Title I nonpublic program components</li> <li>• NCLB Consolidated Application – Needs Assessment Step 4 – View/Edit page</li> <li>• Nonpublic consultation documents (i.e. agenda, meeting minutes, sign-in sheets, etc.)</li> </ul>				
The district has a mechanism to assess the professional development needs of nonpublic school teachers who work with students receiving Title I services.	<ul style="list-style-type: none"> <li>• Documentation of Title I nonpublic program components</li> <li>• NCLB Consolidated Application – Needs Assessment Step 4 – View/Edit page</li> <li>• Nonpublic consultation documents (i.e. agenda, meeting minutes, sign-in sheets, etc.)</li> </ul>				

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<b>AREA III: PROGRAM REQUIREMENTS – TITLE I, PART D, Subpart 2 - LEAs</b>					
<b>Neglected and Delinquent <input type="checkbox"/> Not applicable</b>					
<b>Compliance Requirement [ESEA §1423]</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b>
		<b>C</b>	<b>PP</b>	<b>NC</b>	<b>C=Compliant; PP=Partially Compliant; NC=Non-Compliant</b>
For Title I Neglected & Delinquent, a formal agreement is in place between the district and correctional facility.	<ul style="list-style-type: none"> <li>• Formal agreement between the district and correctional facility</li> <li>• District staff interviews</li> </ul>				
For Title I Neglected & Delinquent, supplemental program activities have been developed and implemented to meet the unique needs of the youth to be served.	<ul style="list-style-type: none"> <li>• Documentation of program activities for N &amp; D youth</li> <li>• District staff interviews</li> </ul>				



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**APPENDIX A: PROGRAM, COMPLIANCE,  
AND FISCAL DOCUMENTS**

<b>CROSSCUTTING DOCUMENTATION</b>	
<input type="checkbox"/> District accounting records for 2013-2014 and 2014-2015	<input type="checkbox"/> Professional Development Plans and expenditures for 2013-2014 and 2014-2015
<input type="checkbox"/> Board minutes	<input type="checkbox"/> Copy of last filed CAFR
<input type="checkbox"/> Payroll registers	<input type="checkbox"/> Contracts – professional development, equipment, etc.
<input type="checkbox"/> Written policies and procedures for procurement, purchasing, bidding, and payroll	<input type="checkbox"/> Copy TPAF/FICA Reimbursement Report (if completed, if not the prior year)
<input type="checkbox"/> List of staff charged to the grant, their master schedule, and time sheet samples from either the current year or prior year	<input type="checkbox"/> Board Secretary Report – Revenues and Appropriations-current all funds
<input type="checkbox"/> Position Control Roster	<input type="checkbox"/> Purchasing Manual
<input type="checkbox"/> Standard Operating Procedures Manual	<input type="checkbox"/> Federal Equipment Inventory List (Comprehensive, not just current year)

<b>TITLE I, PART A</b>	
<input type="checkbox"/> District and School-level Parental Involvement Policies	<input type="checkbox"/> Title I Schoolwide Plan for each approved Schoolwide School and/or School Improvement Plan (SIP) for each identified Priority/Focus School
<input type="checkbox"/> Documentation of the Title I Parent Annual Meeting	<input type="checkbox"/> Parents’ Right-to-Know Highly Qualified Teacher (HQT) Letter(s)
<input type="checkbox"/> Documentation of parental involvement programs, services, and/or activities along with associated expenditures	<input type="checkbox"/> List of paraprofessionals charged to Title I, hire date, and HQT status
<input type="checkbox"/> School-Parent Compacts	<input type="checkbox"/> Copy of Comparability Report that was filed in October 2014
<input type="checkbox"/> Documentation of nonpublic school consultation, nonpublic school services, copies of B6T (Application for Private School Transportation), B7T (Request for Payment Transportation Aid-Private School), B8T (Private School Transportation Summary)	<input type="checkbox"/> A printout of any Title I expenses (current year and carryover) charged to Fund 20 for all function and object codes for the following periods: <ul style="list-style-type: none"> <li>o 7/1/2013 to 6/30/2014</li> <li>o 7/1/2014 to present</li> </ul>
<input type="checkbox"/> List of Title I students participating in Targeted Assistance Program(s)	<input type="checkbox"/> List of staff charged to the grant, their master schedule, and time sheet samples from either the current year or prior year
<input type="checkbox"/> Letter to parents regarding student participation in Title I	<input type="checkbox"/> Entrance and exit criteria for student eligibility in a Title I Targeted Assistance Program & data aligned to criteria
<b>TITLE I, PART D, SUBPART 2 - LEAs</b>	
<input type="checkbox"/> Neglected and Delinquent Collaboration Agreement and documentation of programs, services, and/or activities	

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**APPENDIX B: COMPONENTS OF HIGH-QUALITY, JOB-EMBEDDED, CONTENT-FOCUSED  
PROFESSIONAL DEVELOPMENT**

**Should include the following:**

1. Improve and increase teachers' knowledge of the academic subjects the teachers teach, and will enable teachers to become highly qualified and ultimately achieve high academic success.
2. Intentionally promote opportunities for shared professional growth experiences among all staff, which enhance the integration of curriculum and instruction, and decrease 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 NJ CCCS/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 staffers to make sound decisions regarding professional development, while providing structures and supports for collaboration in and among 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 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 short-term conferences; rather, 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 of Limited English Proficient (LEP) students, 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.

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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 of the curricula and core academic subjects.
15. As a whole, is regularly evaluated for its impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.
16. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.