

NCLB Telephone Monitoring  
Tool

PP needs recommendation  
NC means finding

Q#	Question	Evidence	Title	Tool Ref #	District Response	Compliance Rating (X)			Comments
						Compliant	Partially Compliant	Non-Compliant	
<b>OVERARCHING REQUIREMENTS (OR)</b>									
1)	How were the priority problems selected by the district supported by the comprehensive needs assessment process?	*Priority problems should target the schools and students with the greatest need for services, as supported by the findings of the data-based needs assessment.	OR	OR2					
2)	What type(s) of high-quality, sustained, and classroom focused professional development is being offered to teachers, principals, other instructional staff?	*Refer to professional development activities in the program plan.	OR	OR10					
3)	Has the district consulted with all required parties in the development and implementation of its Title I program and activities?	*Ensure all required parties were included in the consultation process for development and implementation of the funded programs and activities.	OR	OR19					
<b>TITLE IA - Fiscal and Program</b>									
4)	Has the district notified parents of the status of its schools to include offering parent choice, when applicable?	*Refer to parent letter to verify date and inclusion of required elements including: - comparison of school to others in district & state - reasons by school is in status - school's actions to address the problems - district's and state's actions to address the problems - parent's actions to help address the problems - parental options -- choice and/or SES	IA	P5					

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5)	Has the district, in conjunction with its parents, developed a parental involvement policy and distributed this written policy to parents of participating Title I students?	*Written parental involvement policy and documents support implementation and distribution of the policy *Distribution date matches date entered into EWEG	IA	P18					
6)	When did the district hold its annual meeting for parents of participating Title I students?	*Minutes and sign-in sheets of annual meeting *Correspondence inviting parents to attend annual meeting	IA	P20					
7)	Has the district 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?	*Documentation to verify parents of LEP and disabled students were provided an opportunity to participate and materials exist in a language that is understandable. *Correspondence in native language.	IA	P21					
8)	Has the district sent a follow-up Parents Right-to-Know letter, if after four weeks, any teacher has not met the Highly Qualified Teacher (HQT) requirement?	*Parents' Right-to-Know initial and follow-up letters *Certificated Staff Report *Approved Highly Qualified Forms	IA	P23					
9)	How has the district monitored the strategies, programs, and activities to address the reasons the school(s) are in need of improvement?	*School Improvement Committee documents (minutes, agendas, etc.) *Process for identification of needs	IA	P28					
10)	What type of technical assistance has the district provided that will address the priority problems as identified in the needs assessment?	*Review the involvement activities by the district to provide technical assistance.	IA	P32					

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<b>TITLE ID - Fiscal and Program</b>						*Note: only ~20 NJ districts receive this funding, those having a county-run correctional facility or juvenile delinquent center within their borders. A list of districts is available from the Title I N&D Coordinator.			
11)	Do you receive funding under the Title I Part D "N&D" program?	*If no, STOP	ID	F9					
12)	If so, do you have a formal agreement in place with the locally-run correctional facility or juvenile detention center?	*If no, STOP -- they are in violation.	ID	P75					
13)	Does the agreement outline the services to be provided under the N&D funding, both by the LEA, if appropriate, and by the facility receiving funding?	*If not, they are in violation.	ID	P75					
14)	Request a copy of the formal agreement, to be provided to the program office.		ID	P75/ 76					
<b>Title IIA - Fiscal and Program</b>									
15)	Are the professional development activities aligned with the district professional development plan? Implemented in accordance with the approved application?	*Consider PD plan, agendas and sign-in sheets *PD plans are consistent with the funded activities *PD plans are implemented in accordance with the approved application	IIA	P77					

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16)	Are the professional development activities addressing the Core Curriculum Content Standard strategies for continuous improvement in the classroom? Meeting the needs of children with special disabilities? Consistent with teacher needs assessment?	*PD activities must address CCCS strategies for continuous improvement in the classroom.	IIA	P78					
17)	What percentage of your teachers are highly qualified as defined by NCLB in all content areas/grades they currently teach?	*if under 100% go to next question	IIA	P79					
18)	As of the date of the most recent Certificated Staff Report submitted to the NJDOE, does the Certificated Staff Report identify as "NOT Highly Qualified" each and every teacher who is not yet highly qualified for one or more subjects/grades s/he is teacher?	* Certificated Staff Report	IIA	P80					
19)	For each teacher identified as "NOT Highly Qualified," does the Certificated Staff Report show the strategies being employed to assist the teacher in achieving highly qualified status?	*The strategies are selected from a menu of options on the CSR.	IIA	P80					

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20)	Are the approved forms with signed statement of assurance (form G) on file for ALL teachers identified as highly qualified <u>and</u> identified as NOT highly qualified? (For each teacher, a separate form and statement of assurance are required for each core academic content area/teaching assignment.)	Examples of Documentation: *Test scores (e.g., Praxic, NTE, OPI) *Transcripts showing courses in the content *Verification of PD in content area *Verification of teaching experience in content area	IIA	P80					
21)	For each teacher identified as NOT highly qualified, has a plan been developed with strategies and a timeline for achieving highly qualified status?	Highly qualified teachers are equitably distributed across all schools *District HQT plan	IIA	P80					
22)	Has the district analyzed the distribution across schools of highly qualified teachers as compared with teachers not yet highly qualified in a teacher assignment? If yes, who reviews the distribution analysis and how does the analysis affect decisions with regard to staffing?	Highly qualified teachers are equitably distributed across all schools *District HQT plan	IIA	P81					
23)	Are teachers not yet highly qualified in a teaching assignment clustered disproportionately in certain schools, subject areas, and/or grades?	Highly qualified teachers are equitably distributed across all schools *District HQT plan	IIA	P81					

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24)	Has the district analyzed the distribution across schools of teachers with fewer than 3 years of teaching experience? If yes, who reviews the distribution analysis and how does the analysis affect decisions with regard to staffing?	Highly qualified teachers are equitably distributed across all schools *District HQT plan	IIA	P81					
25)	Are poor or minority students more likely to be taught by teachers not yet highly qualified in a teaching assignment or with fewer than 3 years of teaching experience? If yes, describe strategies you are using to achieve a more equitable distribution of experienced teachers.	Highly qualified teachers are equitably distributed across all schools *District HQT plan	IIA	P81					
<b>TITLE IID - Fiscal and Program</b>									
26)	How are 25% of Title II-D funds being spent on professional development?	*PD needs to be on-going, sustained and high quality - not just one day workshops *Should be focused in integrating technology into content areas *Should not be focused solely on how to operate a piece of software or hardware	IID	F26					
27)	Was there carry over from the previous year?	If yes, proceed to question 28 If no, process to question 30	IID	F28					
28)	Was the 25% professional development requirement satisfied from the previous year?	If yes, proceed to question 30 If no, ask question 29	IID	F28					

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29)	Was the amount not satisfied for professional development added to the required professional development amount for the current year?	If yes, in compliance If no, this is a finding	IID	F28					
30)	How is educational technology integrated into the curricula and instruction?	*Should be focused in integrating technology into content areas *Students should be using technology to actively learn and not just be a re-enforcement activity or used only for special projects *Should be promoting higher ordered critical thinking skills	IID	P84					
31)	What is the district's process for assessing technological proficiency in students?	*Students are required to be technologically literate by the end of 8 <sup>th</sup> grade *Performance based assessment should be part of the process	IID	P83					
32)	How are students with disabilities being assessed for technological proficiency?	*All students are required to be technologically literate by the end of 8 <sup>th</sup> grade, including students with disabilities *If students with disabilities are not being assessed, this is a finding	IID	P83					
33)	What is the district's remediation process for students who are not technologically proficient by the end of 8th grade?	*There should be a process in place to ensure that students who are not technologically literate by the end of their 8 <sup>th</sup> grade year are receiving an intervention so that they meet the requirement	IID	P83					
34)	How are nonpublic school allocations being expended?	*Nonpublic allocations should be expended on educational technology and/or professional development related to integrating technology into curricula and instruction	IID	P86					

**TITLE III - Fiscal and Program**

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35)	How does the district notify parents of initial identification and placement of student in a language instruction program?	*District has a parent notification letter for identification and program placement *The parent notification is translated in native language	III	P90					
36)	What instructional activities are implemented to address the needs of LEP students in the district?	*Bilingual/ESL Supervisor compiles data to determine instructional activities *Teachers attend team meetings to discuss and determine the instructional activities	III	P91					
37)	How does the district determine the progress of LEP students?	*District implements the ACCESS for ELLs® English Language Proficiency Test annually	III	P92					
38)	How does the district determine the professional development activities for administrators and teachers?	*District has a PD plan which addresses ways to improve English Language Proficiency and academic achievement of LEP students *District uses assessment data to provide information for implementation of PD activities which address specific needs of LEP students	III	P93					
39)	How does the district insure compliance of Title III requirement for non-public schools?	*District meets with non-public liaison to discuss Title III requirements District provides PD training to non-public school staff	III	P97					
<b>Title IV - Fiscal and Program</b>									
40)	Describe the process used to determine the schools and students with the greatest need for Title IV-A funds.	*Data reviewed and their sources *Results of the analysis of the data *Priority needs established for schools and students *Identification of schools and description of students with greatest need for Title IV-A-funded programs, services or activities *With whom district consulted to identify needs *How consultation took place	IVA	P98					

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41)	Describe the goals and indicators for the use of Title IV-A funds and describe how the goals and indicators were determined based on the needs assessment and analysis.	*Not solely the recitation of data	IVA	P98					
42)	Describe each program, service and activity funded under Title IV-A that the district is implementing to achieve the goals and indicators, as indicated in question above.	*Identify and describe which of the Title IV-A funded programs, services and activities are provided to the schools and students determined to have the greatest need for these programs, services and activities.	IVA	P99					
43)	If a waiver request has been submitted for a Title IV-A-funded program, service or activity, describe the rationale and research that justifies each waiver.	*Waiver should explain how each program, service or activity will achieve the goals and indicators above *An approvable waiver request is required to fund any Title IV-A-funded position that does not directly support a science-based program	IVA	P99					
44)	Are Title IV-A funds used to support any staff positions or contracted staff services in the district?	*Identify position titles *Describe specific functions for each position and how the functions support scientifically research-based program, services or activities *Rationale and research provided in waiver request that justifies the funded functions of the position	IVA	P99					

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45)	Funded programs are coordinated with each other, with other Federal, State and local programs for ATOD and violence prevention and with other NCLB programs.	<p>*Describe the mechanisms that accomplish the coordination specified in the application, and specifically explain how Title IV-A is a part of the coordination.</p> <p>*Identify the individuals and organizations involved in coordination efforts.</p> <p>*Discuss how coordination impacts performance targets, resources sharing and staffing patterns.</p>	IVA	P100					
46)	Describe how the district collaborates with parents and the community specifically regarding Title IV-A-funded programs, services and activities.	<p>*Include how the district consults with parents both in the initial stages of design and development of the Title IV-A application and on an ongoing basis for the administration of funded programs, services and activities, including efforts to meet the principles of effectiveness</p> <p>*Information on how district coordinates Title IV-A programs, services and activities with other related strategies, programs and activities conducted in the community</p>	IVA	P101 P102 P103					
47)	Describe the notification methods and mechanisms, specific to Title IV-A.	<p>*Notification to community of its <i>intent</i> to submit an application for Title IV-A funds</p> <p>*Notification to public of the <i>availability</i> of its Title IV-A application</p> <p>*Report district's <i>progress</i> toward achieving its Title IV-A goals</p> <p>*How <i>results of the evaluations</i> are made <i>available</i> to the public upon request</p>	IVA	P104 P105 P106					

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48)	Describe how the district evaluates, on an ongoing basis, the achievement of its performance indicators for substance abuse and violence prevention, per #45 above.	*Include specific reductions in identified risk factors and increases in protective factors *How evaluation is used to refine, improve and strengthen the programs, services and activities *Identify Title IV-A indicators in the EWEG application and the district's indicators documenting their performance in achieving the indicators	IVA	P107					
<b>TITLE V - Fiscal and Program</b>									
49)	What allowable activities were carried out with the Title V funds?	*Consider NCLB Consolidated application, purchase orders or vouchers	V	F31					
50)	If there are non-public allocations, what allowable activities were carried out by the non-publics using the Title V funds?	*Consider NCLB Consolidated application, purchase orders or vouchers	V	F31					
51)	What consultation process was used by the districts in working with the non-publics?	*Note: - this question may be addressed in overarching or Title I consultation process	V	OR19					