

**New Jersey Department of Education**  
*The Elementary and Secondary Education Act of 1965*  
**FY 2018-2019 ESEA Title III Consolidated Monitoring Tool**

<b>Date(s) of Visit</b>	Reviewer(s)
<b>District:</b>	County
Address	
Chief School Administrator	
Project Director & Staff	
<b>Funding Sources</b>	<b>Program Status</b>
<b>Title III-A \$</b>	
<b>Title III-Immigrant \$</b>	
<b>Total Nonpublic Allocation</b>	
Notable accomplishments: Please share any exemplary practices that we can share with other districts (brief description and weblink if published online)	
What can the state do to strengthen your program?	
How are expenditures evaluated to determine their effectiveness?	
How are nonpublic school services monitored by the public school (if applicable)?	

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**RATING**

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

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AREA I: FISCAL REQUIREMENTS – TITLE III 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 ELs.	<i>ESEA §3115(g)</i>	<ul style="list-style-type: none"> <li>Review expenditure reports, classroom schedules/rosters, invoices, purchase orders</li> <li>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</li> </ul>				
F2	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.	<i>ESEA §3115(e)</i>	<ul style="list-style-type: none"> <li>Documentation of activities funded with Title III immigrant funds, including agendas, sign-in sheets, participant lists, purchase orders, invoices, calendar of events</li> </ul>				

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<b>AREA II: PROGRAM REQUIREMENTS – TITLE III and Title III Immigrant</b>							
<input type="checkbox"/> <b>Not applicable</b>							
<b>Compliance Requirement</b>		<b>Legal Authority</b>	<b>Evidence</b>	<b>Compliance Rating</b>			<b>Comments</b>
				<b>C</b>	<b>PC</b>	<b>NC</b>	<b>C=Compliant; PC=Partially Compliant; NC=Non-Compliant</b>
P1	All Title III funded teachers are fluent in English and any other language used for instruction.	<i>ESEA §3116(c)</i>	<ul style="list-style-type: none"> <li>Determine the languages of the students served</li> <li>Ensure that funded teachers have met requirements for teacher certification as appropriate.</li> <li>Ensure that funded bilingual or ESL teachers have met the language proficiency standard as evidenced by a bilingual or ESL certification.</li> <li>Documentation and/or staff interviews verify that funded staff are fluent in English and any other language used for instruction</li> </ul>				
P2	The district is in compliance with the parental notification requirements for ELs.	<i>ESEA §1112(e)</i>	<ul style="list-style-type: none"> <li>Review the parent notification policy and procedures</li> <li>Documentation of correspondence sent to parents for initial identification and placement of student in a language instruction program</li> <li>Documentation of correspondence sent to parents for continuing participation in subsequent years and EL status exit</li> </ul>				
P3	Bilingual or ESL program uses effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing— (A) English language proficiency; and (B) student academic achievement. Title III provides supplemental funding for these	<i>ESEA §3115(c)</i>	<ul style="list-style-type: none"> <li>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</li> <li>Interview district coordinator for bilingual/ESL or ELS services,</li> </ul>				

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	activities.		administrators, and/or teachers to determine instructional methods used and the research basis for them • District demonstrates use of Title III funds to support described program				
P4	The English proficiency of ELs is annually assessed.	<i>ESEA §1111(b) §3113(b)</i>	• Documentation that demonstrates that all ELs are assessed annually with the ACCESS for ELLs test including students whose parents have declined services. Check samples from a list of EL students enrolled during the testing window to ensure all enrolled students are tested				
P5	Title III subgrantees must use Title III funds to conduct sustained, job-embedded, and data-driven professional development activities that are: effective in improving participants’ understanding of the use of curricula, assessment measures, and instructional strategies for EL students; and of sufficient intensity and duration to have a lasting impact on teachers’ classroom performance.  Professional development should include: <ul style="list-style-type: none"> <li>• Content teachers</li> <li>• Principals</li> <li>• Administrators</li> <li>• Community-based organizational personnel</li> </ul>	<i>ESEA §3115(c)</i>	• Documentation showing that professional development plan is designed to improve the English language proficiency and academic achievement of ELs, 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 EL students				

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P6	District uses Title III funds to supplement the language assistance program required by law and code, and as indicated in the Needs Assessment and other sections submitted in their ESEA Application.	<i>ESEA §3115</i>	<ul style="list-style-type: none"> <li>Review district application and expenditure report</li> <li>Documentation verifies that district expenditures are for activities consistent with the district’s approved ESEA Application.</li> </ul>				
P7	District complies with ESEA requirement regarding participation of EL students and teachers in private schools under Title III.	<i>ESEA §8501</i>	Review: <ul style="list-style-type: none"> <li>List of non-public schools within jurisdiction of school district that received Title III funds</li> <li>Evidence of consultations between district and private school officials</li> <li>Copies of communications regarding how students are served and how progress is measured</li> <li>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</li> </ul>				
P8	District meets the Title III requirement that districts monitor for two years the progress made by exited ELs on content and achievement standards.	<i>ESEA §3121</i>	<ul style="list-style-type: none"> <li>List of students that have exited in the past two years</li> <li>Documentation of correspondences, meetings, or formal documentation demonstrating monitoring of exited ELs (sample of students from list of exited students)</li> </ul>				

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P9	District uses Title III funds to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs and shall include parent, family, and community engagement activities	<i>ESEA §3115(c)</i>	<ul style="list-style-type: none"> <li>List of activities that engage parents and families (including objectives and outcomes)</li> <li>Sign-in sheets, agendas, evaluation forms from parent and community participation</li> <li>Approaches used to communicate with parents who speak a language other than English</li> </ul>				
P10	District uses immigrant funds for programs that serve the unique needs of immigrant students and are distinct from the Title III-EL program that may include family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children	<i>ESEA §3115(g)</i>	<ul style="list-style-type: none"> <li>Number of immigrant students being served by the subgrantee for the current year and the previous two years</li> <li>List of the district’s immigrant students by country/place of birth, district enrolment date, and date of first enrolment in US school</li> </ul>				



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**PROGRAM, COMPLIANCE AND FISCAL DOCUMENTS**

<b>TITLE III, AND TITLE III IMMIGRANT</b>			
<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"/>	Documentation supporting that Title III activities were used for supplemental activities
<input type="checkbox"/>	Documentation of EL students assessed with the ACCESS for ELs test and list of EL students enrolled during the testing window	<input type="checkbox"/>	List of students and documentation of correspondences, meetings, or formal documentation demonstrating monitoring of exited ELs for at least two years
<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		