

**NCLB Title III Consortium Memorandum of Understanding
July 1, 2015 – June 30, 2016**

Lead Applicant LEA: Hunterdon Central Regional High School

Acting Fiscal Agent: Gymlyn Corbin

Lead LEA Superintendent: _____

Participant LEA:

Participant LEA Superintendent: _____

Consortium LEAs:

Clinton-Glen Gardner	High Bridge Borough	N Hunterdon/Voorhees Reg
Clinton Township	Holland Township	Readington Township
Delaware Township	Hunterdon Central Reg	Union Township
East Amwell Township	Lebanon Township	
Franklin Township	Milford Borough	

1. Responsibilities of the Fiscal Agent:

- a. All fiscal transactions of the consortium (requisitions, purchases, payments, etc.);
- b. Maintenance of records of all financial transactions carried out on behalf of the consortium;
- c. Ensuring that funds are shared and spent to carry out goals in the application that benefit all consortium members equally;
- d. Submission of any necessary budget amendments; and
- e. Maintenance of the written agreement regarding consortium members' participation.

2. Each Participant LEA must meet the accountability provisions of Title III:

- a. All LEP students will be assessed with the ACCESS for ELLs test.
- b. Determine whether the consortium will respond as a unit, or as an individual LEA, when the consortium fails to meet the objectives for making progress in learning English or attaining English proficiency based on time in the language assistance program.

3. Consortium plan: Title III funds will be used efficiently to meet the identified needs of the consortium members for the purpose of ensuring that limited English proficient (LEP) students develop English proficiency and meet the same academic content and achievement standards that all students are expected to meet. This will be achieved by:

- a. Each participating LEAs will supplement services for LEP students through instructional supply purchases; and/or
- b. Professional development will be provided to improve instruction for LEP students.

4. Title III funds must be used:

- a. To increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientific research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects; and/or
- b. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction programs), principals, administrators, and other school or community-based organizational personnel, that is:
 - i. Designed to improve the instruction and assessment of limited English proficient children;
 - ii. Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;
 - iii. Based on scientific research demonstrating the effectiveness of the professional development in increasing children's knowledge and teaching skills of such teachers; and
 - iv. Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. It cannot include activities such as one-day or short-term workshops and conferences, but an activity that is one component of a long-term, comprehensive professional development plan is acceptable.