

Bilingual/ESL New Supervisors Fundamentals

This information is useful to new supervisors of bilingual/ESL programs. However, all educators of ELLs, including general education teachers and coaches, administrators and content area supervisors should have a fundamental understanding of the information in this document.

Checklist

Fall

- Work collaboratively with the district's NJSMART data entry person.
- Review home language surveys received during the summer (see examples on the [Title III Webpage](#)) and administer a [state approved language proficiency test](#) with new students.
- Send [Title III Webpage](#)/exit/continuance letters to parents/guardians. Letters must be dated and mailed and written in a language in which the parent has comprehension.
- Review and prepare for the [Administrative Dates](#).
- Create a WIDA account and a WIDA AMS account. [Who to Contact](#) for ACCESS 2.0 related questions.
- Review the [ACCESS for ELLs 2.0 page](#) to ensure that your district is ready for ACCESS 2.0-related training and technology requirements.
- Send ACCESS for ELLs reports and translations to parents/guardians. On-demand translations can be printed through [WIDA AMS](#) "On-Demand Reports" under the "Student Score Reports" tab.
- Sign up for Bilingual/ESL NJDOE Workshops and Professional Development.
- Discuss with Superintendent about district's participation in the [Seal of Biliteracy](#) program. Have the superintendent notify the New Jersey Department of Education (NJDOE) of the district's intention to participate.
- Consider a model program visit at one of the schools listed on the [Model Program webpage](#). Use the model program application to assess your district's current program and take steps to become a future model program.
- Review the [Bilingual Education Administrative Code](#) and the [OCR and DOJ Dear Colleagues Letter](#) to confirm your district is in compliance.
- If necessary, work with the district web administrator to update the "Bilingual/ESL/ELS Point of Contact" on the CDS system. The NJDOE uses the CDS contact list to disseminate important communication.

Spring

- Order ACCESS 2.0 testing materials on [WIDA AMS](#).
- Ensure ELLs [continue to receive ESL instruction](#) through state assessment administration periods.
- Upload and submit assessment data for Seal of Biliteracy recipients to the NJDOE's [Homeroom](#) webpage, if applicable.
- Administer ACCESS 2.0 to all ELLs, including ELLs whose parents refused services.
- Submit the annual Bilingual Program Waiver request, if applicable, by June 30th on Homeroom.

Key Points

How are English language learners identified?

- ✚ **All students enrolled in school must receive and complete a home language survey (HLS).**
Note: If a student leaves the district and returns, the student should be given another HLS.
- ✚ The *Every Student Succeeds Act (ESSA)* requires all states standardize the entrance procedure for ELL identification (Section 3102).
- ✚ The NJDOE will provide LEAs with guidance and standardized forms to implement at a future time. For more information, see Appendix F of the [ESSA Approved NJ State Plan](#).

Program Services and Supports

- ✚ A [Three-Year Program Plan](#) must be submitted every three years by each district that enrolls at least one ELL. The plan should reflect program implementation for the next three years.
- ✚ A [Bilingual waiver](#) must be submitted annually via Homeroom by any district that is requesting a waiver from implementing a full-time bilingual program for any ELL populations of 20 or more in a single language. Data should reflect numbers for the upcoming school year.
- ✚ Administrators should ensure that when developing master schedules, ELLs are not prohibited from having access to a range of courses, including Gifted and Talented, Electives/Specials, IB & AP courses, labs, etc. Note: English language proficiency may not be used as a reason to prohibit an ELL from accessing these courses.
- ✚ All ELLs must receive English as a Second Language (ESL) services at least one period per day.
- ✚ In a full-time bilingual program for Spanish speakers, for example, Spanish language arts is required.

Specific ELL Populations

- ✚ Special Education – According to *N.J.A.C. 6A:14-3.5(b)*, "In making a determination of eligibility for special education and related services, **a student shall not be determined eligible if the determinant factor is due to a lack of instruction in reading, including the essential components of reading instruction, or math or due to limited English proficiency.**" Also, *N.J.A.C. 6A:14-3.7(c)5* requires that when developing an IEP for an ELL, the IEP team consider the language needs of the student as related to the IEP.
- ✚ Students with Interrupted Formal Education (SIFEs) – School enrollment staff, counselors, and teachers should be aware of age/grade-level parameters to ensure students are not placed in a grade level far below their age; thereby minimizing the student's ability to meet grade-level standards and graduation requirements within a reasonable amount of time. It would be inappropriate for a high-school aged student to be placed in middle school.
- ✚ Displaced students due to emergency circumstances may arrive without formal transcripts and/or other documentation to enroll into school. All schools must enroll students immediately without prejudice. For more information, see [Enrollment for Newcomers](#).
- ✚ Undocumented Students – New Jersey Administrative Code (*N.J.A.C. 6A:22-3.3*) prohibits the barring of any student from public elementary and secondary schools on the basis of immigration/visa status. Schools may not ask students or their families any information that may disclose their immigration status.

How do ELLs exit program status?

- ✚ The *Every Student Succeeds Act (ESSA)* requires that all states standardize the exit procedure for ELL identification (Section 3102).
- ✚ A student can be eligible for exit with an ACCESS for ELLs or WIDA MODEL composite proficiency level of 4.5 or higher. ACCESS for ELLs test must be administered yearly according to New Jersey timelines. WIDA Model can be used for mid-year exit determinations. The English Language Observation Form must also support the decision to exit students (multiple criteria).
- ✚ A student can be eligible for exit with an Alternate ACCESS proficiency level of A3 Engaging or higher.
- ✚ Note, if an ELL does not meet the exit criteria for reclassification to general education, the ELL remains an ELL as long as it takes for him/her to meet a 4.5 ELP level and multiple criteria; the student is still designated as an ELL until he or she meets a 4.5 and multiple criteria (6, 7, 8, or more years) and program services must continue to assist the student to reach English language proficiency. You may find more information about English language proficiency accountability expectations and progress to meet proficiency on the [ESSA Plan](#) (p.20, Figure 1.4; p.53).
- ✚ Former ELLs must be monitored post program exit, to ensure success in general education classes. Districts may use and/or adapt the Former ELL Monitoring Form example on the Bilingual/ESL website in the [3/15/17 Update](#).
- ✚ Former ELLs are counted in the school's accountability system up to four years post exit.

Teacher Certification

- ✚ Candidates for bilingual/ESL certification who pass the NJDOE-approved basic skills test will be exempt from taking the English language written proficiency test (WPT) requirement.
- ✚ Candidates for bilingual certification who establish themselves as a speaker of the target language who were primarily educated at the undergraduate or graduate level in that language, as determined by their submitted foreign evaluation transcript(s), will be exempt from taking the oral and written language proficiency tests (OPI & WPT) in their target language.
- ✚ A written proficiency test (WPT) in the target language and in the English language for the endorsement for Teacher of Bilingual and Bicultural Education must meet either qualifying scores on the WPT of "Advanced Low" for the English language and of "Intermediate High" for the target language, or "Intermediate High" for the English language and of "Advanced Low" for the target language.

Assessments

- ✚ **All students identified as English language learners, including students whose parents refuse services, must be annually assessed for English language proficiency progress using the [ACCESS for ELLs 2.0](#).**
- ✚ After ACCESS 2.0 administration, ACCESS Test Coordinators and other related staff must ensure all required fields (including some fields listed as optional in WIDA AMS) have been corrected in WIDA AMS during the Pre-Reporting Data Validation window. *Although there is a post-reporting data validation period available after this date, data cannot be corrected for accountability purposes.*

NJSMART Data and Reporting

Upload ELLs during NJSMART Submission (SARS) Submission in the fall. This will populate the ACCESS 2.0 Pre-ID File. Be certain to include K-2 ELLs ([State Assessment Registration Submission](#)).

- The data entered into NJSMART generates the ELL counts for [data enrollment reports](#) and funding (see below). Be certain counts are entered correctly.
- Become familiar with the NJSMART data elements (e.g., definitions, values, etc.) related to ELLs. Browse the approved 2018-19 NJSMART Handbook's table of contents for quick links to fields that specifically impact ELL data. Contact your district's data coordinator to confirm ELL data are properly collected. For example:

SID Management	State Assessment Registration	State Data Submission
ELLIdentificationDate	NJELLStatus	ImmigrantStatus
ELLExitDate	ELLExemptFromTakingLAL	HomeLanguage
	ELLAccomodation	
	DateFirstEnrolledInUSSchool	
	StateAssessmentAccountableDistrict	
	StateAssessmentAccountableSchool	

Title III and Title III Immigrant Use of Funds and Allocations

- Title III and Immigrant funds are entitlement grants; these grants provide funds to LEAs on the basis of a formula, prescribed in legislation or regulation. The formula is usually based on such factors as population, enrollment, per capita income, or a specific need (Title III and Title III Immigrant Funds).
- Title III and Immigrant funds may be used for expenses that are supplemental to [state requirements](#), including civil rights obligations under Title VI and the Equal Educational Opportunities Act (EEOA): See [A Guide to Spending Title III Funds](#).
The district's ESEA application and the amount of funds a school district receives under ESEA, including Title I-A, Title II-A, Title III, Title III-Immigrant, and Title IV can be viewed on [Homeroom](#).
- Staff knowledge and input regarding the ESEA Consolidated Application and allocation process can help advocate for ELL services. The Application must include outcomes from a comprehensive needs assessment process conducted throughout the school year.

Estimate Timeline	ESEA Application Status	Steps to complete <i>prior</i> to submission of ESEA Application
Mid May – End May	Federal allocations are awarded to districts	Visit the Office of Grants Management's website to confirm district allocations for Title III and Title III Immigrant, if applicable.
Mid May – Early June	ESEA Application available for data entry	Visit EWEG system on the Homeroom webpage. Review previous school year's application budget and funded activities based on identified needs. Did the funded program/activity meet the needs of the students? Based on the district's current year identified needs, determine which

Estimate Timeline	ESEA Application Status	Steps to complete <i>prior</i> to submission of ESEA Application
		programs/activities will be funded to address those needs.
June - September	Two Tier Review Process - County Education Specialists - NJDOE OGM	Ensure the budgeted costs are allowable under the title programs and benefit the target population. Do the data support the intervention?
September - December	Program Implementation	Ensure fidelity of program activities and assess effectiveness. What should continue to be funded for the next fiscal year? What changes are necessary?

-  Supplementing versus supplanting may depend on the type of program an LEA is **required** to implement under [N.J.A.C. 6A:15](#). The use of Title III funds for an activity in one district may be supplemental and therefore allowable. However, the use of funds for the same activity in another district may be unallowable because the funds supplant state and local funds.
-  Title I funds may be used in coordination with Title III funds to support ELLs.
-  Funds from a current year's allocation may only be carried over for one year.

Must Reads

- ✓ [Bilingual Education Administrative Code](#)
- ✓ [OCR and DOJ Colleagues Letter](#)
- ✓ [FABRIC](#)

Additional Resources

- [NJDOE Bilingual/ESL podcast](#)
- [Model Curriculum](#)
- [Supporting Our ELLs Module](#)

For additional information, contact the Office of Supplemental Educational Programs at ELL@doe.nj.gov or (609) 376-9080.