

New Jersey Department of Education
2025-2027 Dual Language Immersion Model Program Guidance

Thank you for your willingness to apply for the New Jersey Department of Education’s Dual Language Immersion (DLI) Model Program recognition for the 2025-2027 cohort. Applications are submitted via Survey Monkey. Documentation is submitted to worldlang@doe.nj.gov through a link to an online folder (preferred) or attached to a single email. Review the entire document and prepare responses and gather documentation **before** beginning the application. Once the online application has been started, it cannot be saved for completion at a later time. **Please note: Programs must have been in existence for at least three years in order to qualify for DLI Model Program recognition.**

Deadline to complete online application and submit documentation: June 28, 2024

Four Sections to the Online Application:

- Section I – Contact Information
- Section II –
 - A. Program Information and Instructional Time/Frequency
 - B. Program Structure
- Section III –
 - A. Program Design
 - B. Instructional Quality
 - C. Assessment / Outcomes
 - D. Professional Development
 - E. Community Involvement
- Section IV – Additional Information (Optional)

Documentation:

Sections I and II (A and B): Contact Information, Program Information and Instructional Time/Frequency and Program Structure

There is no additional documentation required for this section.

Section III: Program Design, Instructional Quality, Assessment / Outcomes, Professional Development, and Community Involvement

In addition to individual section narratives, districts must email the requested documentation worldlang@doe.nj.gov through a link to an online folder (preferred) or attached to a single email.

Note on narrative word limits: Various sections of this application provide word limit maximums. It may become clear through the application submission process that the limits are much higher than expected. They are provided as a maximum limit. Should you wish to provide more information for a specific section, use Section IV to do so.

Section I – Contact Information

1. Name of District:
2. Name of County:
3. Point of contact for the application:
4. Contact Information (address, email, phone number):
5. Chief School Administrator:
6. By checking this box, I am confirming that our district’s Superintendent is aware that our district has applied for the Dual Language Immersion Model Program.

Section II-A – Program Information and Instructional Time/Frequency (500 word maximum)

7. Identify your program configuration (e.g., P to 5, K to 5, K to 8)
8. Describe your schedule model (e.g., block schedule, traditional)

Section II-B – Program Structure

9. Write a narrative (1,000 word maximum) that describes your program, ensuring that all the following points are addressed:
 - a. Student Characteristics
 - Describe how language dominance (including what instrument is used to obtain data) is assessed; and
 - Provide the breakdown of home language(s) for participating students by grade level
 - b. School/Program Structure
 - Describe how the DLI program fits into larger school instruction (e.g., strand, stand-alone, magnet)
 - Describe the policies and procedures around how students are eligible to enroll in the DLI program (in kindergarten and in other grades)
 - c. Scheduling
 - Detail how the program design (e.g., 50-50 one-way dual, 90-10 immersion two-way dual) is met with fidelity as demonstrated by the schedule for students based on language (e.g., 1-day L1/1-day L2, 1week L1; 1week L2); and
 - Describe how language is addressed in courses such as art, music, and physical education
 - d. Equity
 - Describe how access to the program is equitable;
 - Detail how all students (e.g., gifted and talented, English Language Learners, students with special needs, students from various socio-economic backgrounds) are provided an equitable education; and
 - Describe how the demographics of the DLI program compares with the demographics of the district

Section III – Program Design, Instructional Quality, Assessment / Outcomes, Professional Development, and Community Involvement

Submit: statement of assurance regarding certifications, a total of four¹ unit plans (two-unit plans should show progression in literacy, the other two-unit plans can show *progression* within any other content area), student-level data with names redacted, a program-wide professional development plan, one sample schedule demonstrating teacher planning time, agenda and meeting minutes from the Parent Advisory Council. Submit documentation to worldlang@doe.nj.gov through a link to an online folder (preferred) or attached to a single email.

10. Select your program design.

One-Way Dual Immersion	Two-Way Dual Immersion
<input type="checkbox"/> 50-50 immersion: one language group receives half the instruction in the native language and half in English.	<input type="checkbox"/> 50-50 immersion: two language groups receive half of the instruction in English and half in the other language.
<input type="checkbox"/> 90-10 immersion: one language group is taught in two languages, gradually evolving from 90% in the language other than English to 50-50.	<input type="checkbox"/> 90-10 immersion: two language groups receive instruction in English and other language. Gradually evolves from 90% in the language other than English to 50-50.

Table 1: Program design options for dual language immersion.

¹ Only four total units are to be submitted

Instructional Quality

Descriptor	Criteria	Documentation
All teachers hold the appropriate certification for the courses/students that they teach	Acceptable certifications: <ul style="list-style-type: none"> ➤ Bilingual/bicultural certified teachers ➤ World language certified teachers ➤ ESL teachers 	Provide statement of assurance regarding certifications.
All curricula align to the New Jersey Student Learning Standards	<ul style="list-style-type: none"> ➤ Teaching language through academic content ➤ Thematic teaching ➤ Connected to students' lives ➤ Language is used for instruction, rather than translation ➤ Curriculum should mirror the district curriculum ➤ Proof of quality resources in both English and target language in all content areas 	Please provide a total of four ² unit plans. Two-unit plans should show progression in literacy (e.g., one unit from first-grade literacy and one unit from third-grade literacy); the other two-unit plans can show <i>progression</i> within any other content area (e.g., social studies or science). Question 11: Provide a narrative demonstrating all pieces in the “criteria column.” (1,000 word maximum).

Table 2: Instructional Quality description, criteria, and required documentation.

² Only four total units are to be submitted

Assessments / Outcomes

Descriptor	Criteria	Documentation
Instruments/assessments to demonstrate student growth	<ul style="list-style-type: none"> ➤ Must be analyzed according to the years of exposure ➤ Must separate and analyze differences in outcomes between L1 and L2 (both groups expected to show progress) 	Question 12: Write a short narrative describing how your program takes into consideration length of time in program and how progress is monitored in both languages (1,000 word maximum).
Clear positive trajectory on standardized tests over years in program	<ul style="list-style-type: none"> ➤ Expectation that both L1 students and L2 students demonstrate academic growth by Year 4 ➤ Expectations that students are meeting language proficiency targets 	Provide data (student-level data with names redacted).

Table 3: Assessment / Outcomes description, criteria, and required documentation.

Professional Development

Descriptor	Criteria	Documentation
Opportunities for Professional Growth	<ul style="list-style-type: none"> ➤ School/district involvement in development of instructional techniques ➤ Teachers, principals, and district administrators are provided with opportunities to advance (e.g., support to attend conferences, support for obtaining other certifications, on-site opportunities for growth) ➤ There is a plan in place for professional development in order to meet short and long-term instructional goals 	A plan for program-wide professional development that includes a variety of experiences based on the input and experiences of its educators in combination with the needs and interests of its students.
School District Administrator Essentials	<ul style="list-style-type: none"> ➤ Administrators support the program and the components of the model ➤ Administrators support and promote teacher collaboration (e.g., clear scheduled time for teachers to plan together) 	<p>Question 13: Provide a short narrative (250 word maximum).</p> <p>Provide one sample schedule demonstrating teacher planning time.</p>

Table 4: Professional Development description, criteria and required documentation.

Family & Community Involvement

Descriptor	Criteria	Documentation
The Parent Advisory Committee meets regularly and provides input/feedback to the district	<ul style="list-style-type: none"> ➤ Family participation reflects the linguistic and demographic diversity of the district 	<p>Provide agenda and meeting minutes.</p> <p>Question 14: Provide a short narrative of how Parent Advisory Committee meetings include diverse families (300 word maximum).</p>
Participation of families includes a cultural component	<ul style="list-style-type: none"> ➤ Both languages and cultures must be viewed as equal 	<p>Question 15: Write a short narrative of how family participation values both languages and cultures as equals (300 word maximum).</p>
The staff, school, and larger community demonstrate a supportive culture and climate	<ul style="list-style-type: none"> ➤ Positive relationship between dual population and general population is facilitated by district ➤ Members of the larger community embrace the Dual Language Program 	<p>Question 16: Write a short narrative describing how the staff, school and larger community demonstrate a supportive culture and climate (300 word maximum).</p>

Table 5: Family and community involvement description, criteria, and required documentation.

Section IV- Additional Information (question 17)

This section is **optional**. It is provided for you to describe aspects of your program that you do not believe were captured in the application. Please limit your narrative to 500 words maximum.