



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Supervisors of Language Instruction Educational Programs (LIEPs) Checklist

This checklist is not intended to be a comprehensive list of all local educational agencies (LEAs) requirements. Rather it provides supervisors reminders of key topics and actions.

What to Know

The language we use matters. NJDOE promotes asset-based language. For exact definitions see [N.J.A.C. 6A:15-1.1](#). In lay terms:

- **Multilingual learner** refers to the student.
- **Language instruction educational program (LIEP)** refers to the type of program a multilingual learner is placed to receive English language development (ELD) while simultaneously accessing NJSLS.
- **English as a second language (ESL)** refers to a required daily class period a multilingual learner receives as part of their LIEP.

What to Read/Know

Please familiarize yourself with these requirements and resources. Many of the questions you may have can be answered with this information.

- NJDOE [Chapter 15](#), Bilingual Education Administrative Code
- [FABRIC](#)
- [Enrollment for Newcomers](#)
- US ED [EL Fact Sheet on Providing Services](#)
- Dear Colleagues, [English Learners](#)
- Dear Colleagues, [Immigrants](#)
- US ED [English Learner Toolkit](#)
- [US ED Newcomer Toolkit](#)
- [NCELA Family Toolkit](#)
- WIDA [Teaching in PreK-3](#)
- [WIDA Standards webinars](#)
- US ED [Raise the Bar: Lead the World Initiative](#)
- Federal Titles budget on [EWEG](#) (see **Public Access** to view LEA's federal allocations)



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- ESSA requirements state that teachers must be a part of [stakeholder engagement](#) for how funds will be used (e.g., developing and implementing its Title III plan) (p. 9-13).
- [NJSMART](#) Handbooks (Versions are updated annually) - Click on Documents for Download
- Ensure the LEA's bilingual/ESL point of contact on the **CDS system** is current. Contact the LEA's web user administrator to update. This system is used for communication, at times.

Who to Contact

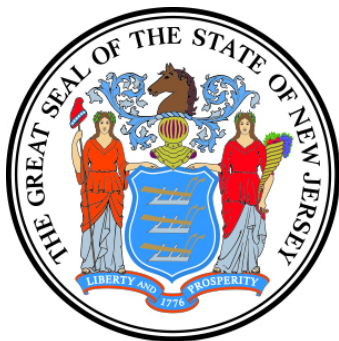
Contact the appropriate office for specific information listed on this checklist. For all questions related to:

- ML@doe.nj.gov - identification screening, program design and implementation, professional development.
- worldlang@doe.nj.gov - Seal of Biliteracy participation.
- Assessment@doe.nj.gov - ACCESS testing, including pre-ID submission and graduation assessment requirements.
- Help@WIDA.us - WIDA training, test administration procedures, WIDA secure portal account.
- WIDA@datarecognitioncorp.com - test materials, test session set up, technology setup.

Key Colleagues to Know

Supporting the education of multilingual learners is a collaborative process. At minimum, introduce yourself to:

- **Title I, II, III, Immigrant, IV coordinators:** Responsible for completing EWEG.
- **NJSMART data entry person:** Responsible for uploading information from LEA student information system (SIS) to state reporting system, NJSMART.



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The following topics, listed by calendar month, are to serve as guideposts only. This is not a complete list of requirements.

Year Round

- ☐ Administer step 1, the **home language survey (HLS)** to **every** Preschool to grade 12 students enrolled in the LEA (N.J.A.C. 6A:15-1.3)
- ☐ Complete step 2, the **record review** for every student for which the HLS indicates more information is needed. The record review provides context for how a language other than English (LOTE) may be used by the student. A LOTE in the home is not an automatic English language proficiency (ELP) screening.
- ☐ Complete step 3, ELP screening, **only** for students which Step 2 indicates.
- ☐ Maintain a roster of **all students** who were tested for multilingual learner identification.

Identified multilingual learners

- ☐ Administrators should ensure that when developing master schedules, multilingual learners are not prohibited from having access to a range of courses, including gifted & talented, Specials, Inter-baccalaureate, advance placement courses, labs, etc. A student's ELP may not prohibit access to any course, program, or extra-curricular activity.
- ☐ All multilingual learners must receive ESL services at least one period per day. For block schedules, the weekly amount of ESL must be equivalent to one daily period.

July

A broadcast is sent annually to announce submission deadline.

- ☐ **Three-Year Program Plan** (Click on 'LIEP Three-Year Plan' in [Homeroom](#)): Submitted every three years by each LEA that enrolls at least one multilingual learner. The plan should reflect program implementation for the next three years.
- ☐ **Bilingual waiver** (Click on 'Bilingual' in [Homeroom](#)): Submitted annually by any LEA requesting a waiver from implementing a full-time bilingual program for any multilingual learner population of 20 or more in a single language. Data should reflect numbers for the upcoming year.
- ☐ The LEA indicates participation in the [Seal of Biliteracy](#) by identifying the LEA Biliteracy coordinator through the [CDS system](#). Directions for adding or changing the Biliteracy coordinator can be found in the [CDS Manual for Regular School Districts and Charters](#).
 - Ensure no barriers to participation for multilingual learners (e.g., cost, eligibility criteria, limited language tests offered, former and current multilingual learners).



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August

- ☐ **Reminder:** 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.
- ☐ **Reminder:** School enrollment staff, counselors, and teachers should be aware of age/grade-level parameters to help ensure that 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.
- ☐ Participate in WIDA e-learning self-paced courses. Obtain user permissions from the LEA's ACCESS test coordinator.
- ☐ Ensure all teachers receive training on ELD standards (Include as part of LEA's [professional development plan](#)).
- ☐ Engage families in parent advisory committee (Resource: [WIDA Family Engagement](#)).

September

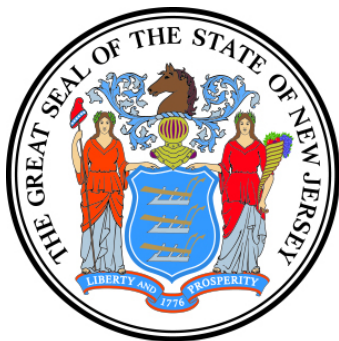
- ☐ Share and explain data from individual student [score reports](#) with general education teachers.
- ☐ Work with the LEA NJSMART person to run [district reports](#) prior to SID submission in October to ensure all multilingual learners preschool to grade 12 are included.
- ☐ Participate in NJDOE hosted [Title III professional development](#) and office hours.

November

- ☐ **All students identified as multilingual learners, including students who parents refuse services, must be annually assessed for progress toward English language proficiency with ACCESS or Alternate ACCESS.**
- ☐ Work with the LEA NJSMART person to run "district reports" prior to SAR submission in December to ensure all multilingual learners K-12 are included. Remind the NJSMART data entry person K-2 are tested grades in the ACCESS state assessment.
- ☐ Review [WIDA NJ page](#), including [training requirements](#) slide deck.
- ☐ Order ACCESS test materials on WIDA AMS.

December

- ☐ Review the [NJSMART timeline](#) for submissions. This timeline changes annually.



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- Upload all K-12 identified multilingual learners during NJSMART Student Assessment Registration (SAR) Submission in the Fall. This will populate the ACCESS 2.0 Pre-ID File. Be certain to include K-2 ELLs.
- Enter any information on ACCESS test sessions for students with disabilities (e.g., accommodations, do not score codes).
- ☐ Review NJDOE [assessment](#) page.
 - All multilingual learners must take state-wide assessments. The only **exception** for NJSLA applies to multilingual learners who entered school in a U.S. state or Washington, D.C., after June 1 of the academic year in which the assessment will be administered. These students do not have to take the language arts/literacy (LAL) portion of NJSLA unless it is required to meet graduation requirements.
 - Newly arrived multilingual learners must take the math and science sections. Math is available in Spanish and test administration directions are available in multiple languages; any multilingual learner regardless of time in program is eligible.
 - Multilingual learners from Puerto Rico are eligible for this exemption.
 - Multilingual learners are eligible for accommodations on NJSLA.

January

- ☐ Review WIDA AMS test session upload.
 - Manually enter any missing or newly enrolled multilingual learner.
 - Use the “additional test material ordering window” for any newly identified student.
 - Any multilingual learner who enters school two weeks or less before the start of ACCESS administration is exempt from testing.

February

- ☐ Begin ACCESS test administration. **All multilingual learners must continue to receive required program services, including daily ESL.**
- ☐ Deadline for Seal of Biliteracy test takers.

March

- ☐ For Seal of Biliteracy participating LEAs, update [NJSMART](#) SID Management Biliterate and ELA Pathway fields for graduating 12th graders and adult high school students.



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April

- ☐ Review ACCESS data during pre-reporting data validation period and make corrections.
- ☐ Use public access on EWEG to browse to see how other LEAs are using their title funds to gain ideas of how multilingual learners are supported across the state.
- ☐ Engage in a collaborative conversation with all Title coordinators; many of the other title funds may be used to support multilingual learners (see [Maximizing Federal Funds](#)).

May

- ☐ Review LEA's year EWEG application budget and funded activities. Alongside the Title Coordinators, determine if any changes are needed to meet students' needs.
 - Ensure budgeted expenses are allowable (see [Title III and Immigrant Federal Funding](#)).
 - ESSA requires teachers to be a part of [stakeholder engagement](#) for how funds will be used.

June

- ☐ A multilingual learner can be **eligible for exit** with a composite proficiency level of 4.5 or higher on ACCESS or A3, Engaging on Alternate ACCESS. The **English language observation form** must support exit prior to removing the multilingual learner designation.
 - The MODEL may be administered mid-year between October 1 and prior to the start of the ACCESS test window. The exit criteria are the same.
- ☐ A multilingual learner with a documented disability may be exempt from one or more domains. Contact ML@doe.nj.gov to calculate less than four alternate composite score.
- ☐ There is no timeline for how long a multilingual learner may remain designated as a multilingual learner.