

NEW JERSEY STATEWIDE HOME LANGUAGE SURVEY

N.J.A.C. 6A:15-1.3(a)1



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



MULTI-STEP IDENTIFICATION PROCESS



Home Language Survey (HLS)



Records Review Process



English language proficiency (ELP) screening test*

The HLS is the first of three steps* to identify whether a student is eligible to be identified as a ML. "Home" is defined as a student's current place of residence. Questions on the HLS may not be altered; they must be read verbatim, if administered verbally. Staff may clarify questions in an unbiased manner, but staff may not prompt or lead the parent to a response. The HLS must be retained in each student's school record, regardless of whether the student is identified as an ML or not.

**Preschool age students are identified as MLs using the HLS and Records Review Process. The ELP testing will be administered to Preschool MLs prior to the start of their Kindergarten year. Students who score above the cut score are no longer MLs.*

PURPOSE

A standardized questionnaire given to parents or guardians by New Jersey local education agencies (LEAs) to use to help identify which students are potential Multilingual Learners (MLs).

LEA REQUIREMENT

Administer to each **preschool to 12th grade** student enrolled in the school district the HLS. The Statewide HLS shall be completed by any individual with knowledge of the student, such as a parent(s), trained school district personnel, or a bilingual or ESL teacher.

THE HLS

Shall be available in the language in which the parent possesses linguistic ability. The HLS may be completed:

- By a parent at home, in-person or online.
- By a trained intake or front office staff (with the language capacity to assist a parent or guardian).

TRAINING TIPS

- Remind staff the HLS is for each student who enrolls (e.g., not just students with "cultural" last names).
- Know and understand the purpose of the HLS.
- Clearly and simply explain the purpose of the HLS and each question.
- Use translated versions side by side to increase parent/family understanding.

Your child is a

MULTILINGUAL LEARNER



Bilingualism is a Super Power

SEAL OF BILITERACY



www.nj.gov/education/title3/



ML@doe.nj.gov



609-376-9080



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N.J. STANDARDIZED HLS QUESTIONS

- List all languages used in the student's home.
- Was the first language used by the student a language other than English?
- Does the student speak or understand a language other than English?
- When interacting with others at home (e.g., parents, guardians, siblings) does the student understand or use a language other than English most of the time?
- When interacting with others outside the home (e.g., friends, caregivers) does the student understand or use a language other than English most of the time?

GUIDING QUESTIONS FOR ADMINISTERING THE HLS

- Do the procedures describe whose responsibility it is to administer the HLS, how it is to be done, and in what forms it should be administered (i.e., orally, written, in English, or in a primary language translation)?
- Are there procedures to document and describe how to train the staff who will administer the HLS and how often refresher training will occur?
- Do procedures include the process to record HLS results in the student's permanent records and to record the translation and interpretation needs of the ML's parents in the student information system?

HLS TIPS FOR STAFF

- Give the HLS to each student who enrolls.
- Include form in registration packet, send electronically, or integrate into intake process.
- Determine best language to send/give to parent/family.
- Use available translations on [N.J. Title III website](#).
- Create a script for staff, if needed.
- Affirm speaking multiple languages is a value.
- A student who speaks multiple language can earn the Seal of Biliteracy upon graduation.
- The HLS is the 1st step to answer whether a student needs a language instruction educational program (LIEP).
- A LIEP is a positive benefit for students to understand what is happening in class while learning English. The student continues to learn academic content and will not fall behind.

RESOURCES

- [Newcomer Toolkit](#) (2023)
- [English Learners Toolkit](#): Chapter 1, Identifying All English Learner Students (2015)
- [Dear Colleague](#) - Immigrant Students (September 6, 2023)
- Information for Limited English Proficient Parents and for Schools and School Districts that Communicate with Them ([Office of Civil Rights Fact Sheets](#))
- [Portal Bilingüe](#) Para Padres/Familias

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