

LIEP Checklist for Comprehensive Program Design, Implementation, and Review

This checklist is based on N.J.A.C. 6A:15 and is for optional use by LEAs in N.J.

Adapted from U.S. Department of Education, OELA EL Toolkit [Chapter 2](#).

LEA:	School:
LIEP:	Grade(s):
Language(s):	Additional Notes:

1. What are the resources needed to effectively implement the chosen program?
2. Does the school have the appropriately certified staff to implement the chosen program (N.J.A.C. [6A:9B-5.1](#) and N.J.A.C. [6A:15-1.8](#))?
3. Has the school effectively trained the certified staff to deliver instruction in the chosen LIEP?
4. How are placement in a particular LIEP and the provision of English language development services informed by the student's ELP level, grade level, educational and language backgrounds, and social-emotional needs?
5. Are LIEPs developed appropriately to support the development of English while valuing the primary language of multilingual learners as part of the student's academic success?
6. Are LIEPs and support services provided to all eligible multilingual learners, regardless of scheduling conflicts, grade, disability, or primary language?
7. Does the chosen LIEP include instruction aligned to the state ELD standards and NJSLs?
8. Are there specific, measurable, attainable English language proficiency goals for each multilingual learner?
9. Are multilingual learners in LIEPs provided in all grades with equitable opportunities to participate meaningfully in all the school's curricular (e.g., advanced classes, vo-tech) and extracurricular programs?
10. Are LIEPs appropriately chosen to provide more intensive instruction for multilingual learners who are the least proficient in English, while supporting primary language maintenance?
11. Are multilingual learners with the highest ELP level and multilingual learners who have been in a LIEP for multiple years continuing to receive ELD services until they meet the criteria to exit the LIEP placement and/or multilingual learner status?
12. What criteria is being used to evaluate the LIEP and determine whether the program is meeting its goal(s)?
 - a. Are there processes and criteria in place to monitor the ELP level and NJSLs performance of multilingual learners in various types of LIEPs?
 - b. Is there a process for modifying or replacing a LIEP type if data shows students are not making progress in ELP and NJSLs performance?
 - c. Is there a process for monitoring multilingual learners and their path toward graduation after exiting status?