

# 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 reminders of key topics and actions.**

## What to Know

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

- **Multilingual learner** refers to the student.
- **Language instruction educational program (LIEP)** refers to the type of program a multilingual learner is placed in to receive English language development (ELD) while simultaneously accessing the New Jersey Student Learning Standards (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](#)
- USED [Raise the Bar: Lead the World Initiative](#)
- Federal Titles budget on [EWEG](#) (see **Public Access** to view LEA's federal allocations)
- 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.

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## Who to Contact

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

- [ML@doe.nj.gov](mailto:ML@doe.nj.gov) - identification screening, program design and implementation, professional development.
- [worldlang@doe.nj.gov](mailto:worldlang@doe.nj.gov) - Seal of Biliteracy participation.
- [Assessment@doe.nj.gov](mailto:Assessment@doe.nj.gov) - ACCESS testing, including pre-ID submission and graduation assessment requirements.
- [Help@WIDA.us](http://Help@WIDA.us) - WIDA training, test administration procedures, WIDA secure portal account.
- [WIDA@datarecognitioncorp.com](mailto: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 a 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.

**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.

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## July

A broadcast is sent annually to announce submission deadline.

- LIEP Three-Year Plan:** 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 that is 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 school 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).

## 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-pace 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.**

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- Work with the LEA NJSMART data coordinator 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.
  - 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 multilingual learners.
  - 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 NJSL 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 12<sup>th</sup> 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 see how other LEAs are using their title funds to gain ideas for 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 the 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](mailto: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.